

L2 Regulatory Focus in the Context of Korean Language Learning in Vietnam

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ABSTRACT

L2 Regulatory Focus in the Context of Korean Language Learning in Vietnam

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Motivation plays a crucial role in second language (L2) learning processes. A substantial body of recent L2 motivation research has adopted the ideal and ought-to L2 selves as a theoretical framework to understand L2 motivation. However, the learning mechanisms underlying the L2 selves have not been fully explored. This dissertation addresses the influence of promotion and prevention foci as motivational tendencies of the ideal and ought-to L2 selves and as task-induced conditions on L2 oral task performance, targeting Vietnamese learners of L2 Korean.

Study 1 explored the linguistic signature of promotion and prevention foci, operationalized as 1) trait-based motivational tendencies measured by the promotion- and prevention-instrumentality scales (Taguchi, Magid, & Papi, 2009) and 2) decision-making tasks with approach and avoidance instructions to temporarily trigger promotion and prevention foci. The results showed that the prevention-oriented task led to more accurate and fluent speech, while no main or interaction effects were found from trait-based promotion- and prevention-instrumentality. The promotion- and prevention-instrumentality scales showed low internal consistency, possibly due to the different learning contexts from the original study (Taguchi et al., 2009).

Therefore, Study 2 aimed to test the applicability of the promotion- and prevention-instrumentality scales, targeting Vietnamese learners of L2 Korean. Furthermore, the promotion and prevention concept was applied to develop the promotion- and prevention-motivated behaviour scales. Since promotion- and prevention-motivated behaviour was a new construct, its construct validity was tested through principal component analysis (PCA) of the questionnaire items and chi-square analysis with two groups of learners with the promotion- and prevention-

motivated behavioural tendencies and their ideal and ought-to L2 selves distributions. The L2 selves were measured by open-ended questions and qualitatively coded in order to examine context-specific L2 selves among the learner population.

Study 3 was a conceptual extension of Study 1, investigating the main and interaction effects of promotion and prevention foci as trait-based tendencies and task-induced temporary conditions on the quality of L2 speech performance. In addition, attentional focus on task performance was qualitatively explored by stimulated recall episodes. The measure for the promotion and prevention orientations was adopted from Study 2, and the oral task was collaborative reasoning interactional role-play.

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Contribution of Authors

Study 1 of this dissertation is coauthored with my thesis supervisor, Dr. Kim McDonough; Study 2 and 3 are single authored. As the lead author of Study 1, I developed the original ideas and collected and analyzed the data. I was in charge of writing the manuscript with assistance from Dr. Kim McDonough. Study 1 is in press with the *International Review of Applied Linguistics in Language Teaching*. Study 2 and Study 3 will be submitted to journals for publications. Study 3 was funded by Mitacs Globalink and Concordia Mobility Award.

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Glossary

Trait-Based Regulatory Focus: An individual's promotion- and prevention-oriented perceptions and strategic inclinations towards goals.

Task-Induced Regulatory Focus: Task condition or content that is purposely designed to evoke promotion or prevention focus such as carrot-and-stick rewarding system, approach or avoidance task content.

Promotion Focus: A motivational predilection that is oriented to possible positive outcomes. It is about accomplishments, advancement and growth in order to match oneself to the desired end state goals.

Prevention Focus: A motivational predilection that is oriented to possible negative consequences. It is about duties and responsibilities in order to avoid having a mismatch between oneself and the desired end state goals.

Ideal L2 Self: A person who one wishes to be in the area of L2 learning, representing dreams and hopes.

Ought-to L2 Self: A person who one thinks one ought to be in the area of L2 learning, representing duties and responsibilities often imposed by others.

Chapter 1: Introduction

The striking variation among learners has received considerable attention in the field of second language acquisition (SLA). Learners show different learning rates and ultimate attainment depending on cognitive and affective individual differences such as their age of onset (e.g., Harley & Hart, 2002), language aptitude (e.g., Mackey, Philp, Egi, Fuji & Tatsumi, 2002; Sasaki, 1996), and motivation (e.g., Gardner, 1985, 2010). Despite the potential role of motivation in SLA, understanding its precise contribution to the complex second language (L2) learning process remains elusive. In the past half century, L2 motivation research has endeavoured to conceptualize and validate L2 motivation theories, including the socio-education model (Clément & Gardner, 2001; Gardner, 1985, 2001; Gardner & Lambert, 1959, 1972), the self-determination theory (Noels, 2001a, 2001b, 2009; Noels, Pelletier, Clément, & Vallerand, 2000), and more recently, the L2 motivational self system (Dörnyei, 2005, 2009). The advancement of motivation theories has elucidated important aspects of L2 motivation. However, while cognitive variables such as working memory capacity or language analytic ability have been successfully incorporated within instructed SLA research (e.g., Goo, 2012; Kim, Payant, & Pearson, 2015; Li, 2013; Mackey, Adams, Stafford, & Winke, 2010; Mackey et al., 2002; Mackey & Sachs, 2012; O'Brien, Segalowitz, Collentine, & Freed, 2006; Révész, 2012; Sagarra, 2007; Trofimovich, Ammar, & Gatbonton, 2007; Yilmaz, 2013), application of the L2 motivation theories to SLA processes has been strikingly rare, which has kept it on the margin of SLA research.

The lack of research exploring the interrelationship between L2 motivation and the cognitive process of learning may be problematic from the perspectives of both L2 motivation and mainstream SLA. In applied linguistics, it has been widely accepted that the cognitive learning process is at least related to, or possibly inseparable from affective states (e.g., Swain, 2013). Given that L2 learning and performance are demanding cognitive processes that require intense motivation, understanding SLA is limited without understanding how motivation influences L2 learning and performance. Likewise, understanding L2 motivation without taking into consideration its interaction with the cognitive process may restrict the exploratory power of L2 motivation and limit the areas to which L2 motivation research can be applied.

While a majority of L2 motivation research to date has extensively worked on conceptualizing trait-based L2 motivation and its macro-level influences on global learning behaviour such as final grades or self-reported intended efforts (e.g., Al-Shehri, 2009; Csizér & Lukács, 2010; Dörnyei & Ushioda, 2009; Eid, 2008; Hessel, 2015; Huang, Hsu, & Chen, 2015; Kim, 2009; Kim & Kim, 2011; Kormos, Kiddle, & Csizér, 2011; Papi, 2010; You, Dörnyei, & Csizér, 2016), there have been only a few attempts to adopt a more micro-analytical approach that acknowledges observational motivated behaviour in class (e.g., Guilloteaux & Dörnyei, 2008; Papi & Abdollahzadeh, 2012), the interplay between learners' motivational tendencies and L2 oral task performance (Al Khalil, 2011; Dörnyei & Kormos, 2000; Julkunen, 2001; Kormos & Dörnyei, 2004; Ma, 2009), and the interaction between learners' motivational traits and task conditions (Papi, 2016). Although the micro approach to L2 motivation research has been limited, it can connect L2 motivation research to other areas of SLA by capturing how situated learning experiences interact with motivation.

A recent contemporary L2 motivation theory, the L2 motivational self system has provided a conceptual framework for studying motivation and its interaction with situated learning experience. The L2 motivational self system is composed of three dimensions: the ideal L2 self, ought-to L2 self, and L2 learning experience. The first two components are a dynamic collection of self-images: the ideal L2 self represents what a learner ideally would like to become, and the ought-to L2 self represents what a learner thinks s/he ought to become (Dörnyei, 2005, 2009). The L2 learning experience is situation-specific motivation caused by the immediate learning environment such as the influence of a teacher, peer group or learning materials. While the ideal and ought-to L2 selves have been extensively studied, the L2 learning experience component has not been widely explored in L2 self motivation research to date. Although the findings of past research have consistently shown that the ideal L2 self is interrelated with motivated behaviour (e.g., Csizér & Kormos, 2009; Papi, 2010; Ryan, 2009; Taguchi et al., 2009), it remains unclear what motivational processes lead learners who have the strong ideal L2 self orientation to persist in their L2 studies.

To fill the gap, this dissertation aims to explore motivational processes involved in L2 learning adopting a micro-analytic approach within the framework of regulatory focus. The regulatory focus theory explains the distinct motivational processes, called promotion and

prevention foci, towards the ideal and ought-to L2 selves. A promotion focus involves eager approaching strategies moving towards the ideal L2 self, while a prevention focus involves vigilant avoidance strategies staying away from possible negative consequences, thus oriented towards the ought-to L2 self. Regulatory focus was chosen as an overarching framework because it allows for micro-analytic approach to motivation and investigation of motivational influence on task performance. The ideal and ought-to L2 selves function as future-end states, as learners put efforts to be the persons they want to be or ought to be. Promotion and prevention foci can explain distinct, but not exclusive motivational dispositions towards the ideal and ought-to L2 selves. The process-oriented characteristics of regulatory focus can potentially address how future-directed L2 selves interact with L2 learning processes that occur momentarily.

Regulatory focus can be situated as learners' individual traits or temporarily induced motivational tendencies triggered by task conditions. In applied linguistics and psychology, trait-based regulatory focus has been measured by self-reported questionnaires (Higgins, Friedman, Harlow, Idson, Ayduk, & Taylor, 2001; Papi & Teimouri, 2014; Taguchi et al., 2009), and temporary regulatory focus has been triggered by task conditions such as a gain/loss reward system (Papi, 2016; Shah, Higgins, & Friedman, 1998) or approach/avoidance task content (Han & McDonough, in press; Semin, Higgins, de Montes, Estourget, & Valencia, 2005). Since regulatory focus can be situated as individual traits or task conditions, the potential interaction between the L2 selves and learning experience may be elucidated within the regulatory focus framework (e.g., Papi, 2016). The interplay between the chronic L2 selves and temporary learning experience may occur beyond classroom context; societal context can also have influence on shaping the L2 selves and creating immediate learning experience.

Contextual Influence on L2 Selves and Motivation

With an effort to reflect an underrepresented L2 learning context, this dissertation targets Vietnamese learners of L2 Korean. As noted by Boo, Dörnyei and Ryan (2015), during the last decade L2 motivation research population has been highly skewed towards English learners in East Asia, Europe and North America. The bias of research population and locations may be problematic for generalizing research findings to non-English learning contexts or other geographical locations. Self-concept has been known to be socially constructed and cross-culturally different despite its reflection on an individual's idiosyncratic selves (e.g., Noels, 2009;

Taguchi et al., 2009). In L2 motivation research, there have been recent attempts to understand L2 motivation within specific sociocultural contexts. For example, a recent collection (Apple, Silva, & Fellner, 2016) compiled studies on L2 selves and motivation conducted in Asian countries. Although a particular geographical location is not a single factor that constitutes *culture*, the studies have reported some commonalities among L2 learning contexts in Asian countries that are distinguishable from other locations such as Europe or North America.

Past studies on L2 selves in Asian countries have consistently shown the strong emphasis on the ought-to L2 self across different learning contexts including secondary school in Taiwan (Chen, 2012; Huang & Chen, 2016), South Korea (Kim & Kim, 2011), university in Philippine (Lopez & Gonzales, 2016), China (Dörnyei & Chan, 2013; Gu & Qu, 2016; Taguchi et al., 2009) and Japan (Ueki & Takeuchi, 2016). The strong ought-to L2 self found in these Asian contexts has often been attributed to collectivism and interdependence, which perceive individuals in relation to others, thus emphasizing harmony within a society. Since the ought-to L2 self was initially conceptualized as responsibilities and duties imposed by others (Dörnyei, 2005, 2009), the strong ought-to L2 self in L2 contexts in Asia could be attributed to the priority of interdependent relationships. Another factor that could have influenced the strong ought-to L2 self in Asia is exam pressure. A university entrance exam in many Asian countries is of crucial importance because admission to prestigious universities is often considered to be a guarantor of lifetime success and family honours. As a consequence, secondary-school years and even elementary-school years are often regarded as the preparation stage for university entrance exams (e.g., Kim, 2012). In the English learning context in South Korea, due to the exam-focused teaching and high pressure for academic success, Kim (2012) reported that students tend to become demotivated in learning English as they move up school years. Since English is a high-stakes, compulsory subject, studying English creates a fear of not meeting standards or expectations from others, which conceptually overlaps with the ought-to L2 self. Exam pressure is related to prevention-instrumentality (Taguchi et al., 2009), which taps into responsibilities to pass courses and tests.

The sociocultural contexts in Asia have yielded unique L2 selves and motivational dispositions different from western societies. However, it should be noted that most of L2 motivation research conducted in Asia targeted learners of English as a foreign language or

school subject. To my knowledge, there have been three studies within the L2 selves framework targeting learners of L2s other than English in Asia, which included Mandarin in Hong Kong (Dörnyei & Chan, 2013), Korean in Vietnam (Han & McDonough, in press) and French, German, Japanese and Korean in Taiwan (Huang et al., 2015). The scant investigation on learners of other languages than English may be attributed to the fact that students in Asian countries are predominantly English learners, which allows easy access to a large number of participants. However, the bias towards L2 English may limit the understanding of L2 selves and motivation because L2 selves are shaped differently based on target languages.

In non-English learning contexts, past research has shown unique motivational dispositions. For example, Lanvers (2016) proposed ‘rebellious motivation’, adopted from Taylor (2013), to explain motivational profiles among Anglophone learners in the U.K., where English is predominantly used as a first language. Learners of other languages in the monoglot English culture were shown to have a desire to reject others’ viewpoint towards themselves such as negative British stereotype of poor language learners with low international posture. Anglophone learners’ reaction against the monoglot attitude was reported in multiple language learning contexts in the U.K. and U.S. (Lanvers, 2012, 2016; Thompson & Vásquez, 2015). The rebellious orientation is irrelevant to learners of global English, who study English to meet others’ expectations and hopes. Aligned with the sociocultural influence on L2 selves in the non-English learning contexts, Hamilton and Serrano (2015) reported the overwhelmingly positive L2 learning motivation, attitude towards L2 community and the ideal L2 self among L1 Spanish learners of L2 Catalan in Catalonia. The authors speculated that the positive view on L2 learning and the ideal L2 self were due to the voluntary learning context, and political and historical associations between Catalan and Spanish communities. Unlike English learning contexts in Asian countries, the Catalan learners showed the strong emphasis given to the ideal L2 self from both the PCA on the questionnaire items and qualitative interview. The findings from the two studies imply that non-English learning contexts induce context-specific L2 motivational dispositions different from global English learning contexts.

There have been other studies focusing on intra-cultural variations of L2 motivation across different target languages within a single country, for example, Hungarian adolescent learners of English, French, German, Italian and Russian (e.g., Csizér & Dörnyei, 2005; Dörnyei,

Csizér, & Németh, 2006). In a similar vein, Henry (2010) investigated the motivational profiles of Swedish learners of English and another language (i.e., French, German or Spanish) within the L2 selves framework and confirmed that learners have discrete L2 selves depending on the target languages. Similarly, in L2 learning contexts in Taiwan, Huang et al. (2015) found different motivational profiles across learners of French, German, Japanese and Korean as a foreign language. However, Oakes (2013) found no noticeable difference between British learners of French and Spanish in terms of their motivational dispositions and L2 selves; L2 French was perceived to have slightly higher potential for money, intellectual challenge and others' expectation than L2 Spanish.

To summarize the findings, it may not be possible to tease apart the target language influence on motivation from its larger sociocultural contexts; rather a target language is an important constituent of L2 learning contexts along with other sociocultural influences such as exam pressure, societal value on interdependency or resistance against stereotypes. Unfortunately, while sociocultural aspects have been widely investigated within the L2 selves framework, relatively little attention has been given to target languages. Given the findings of target-language specific motivation, the scant investigation of less-commonly-taught-languages may limit our understanding of L2 motivation.

The Target Population

The three studies in this dissertation were conducted in L2 Korean contexts in Hanoi, Vietnam, where demands for learning a foreign language and studying abroad have increased drastically in recent years, due to an economic surge and social emphasis on higher education (Nguyen, 2014). Given that 41% of the Vietnamese population is under the age of 25 (Central Intelligence Agency, 2014), education is tremendously important priority. However, despite the perceived importance of education and foreign language learning, relatively few studies have targeted Vietnamese learners studying an L2.

The participants in this dissertation speak Vietnamese as their L1, and are L2 learners of Korean majoring in Korean studies at major universities in Vietnam. Although L2 Korean is becoming popular in Vietnam, it is rare to find Vietnamese learners with high L2 Korean proficiency, except in the case of students or graduates from undergraduate programs of Korean studies at universities. The undergraduate programs usually accept approximately 50 to 150

students per year. Most of students start the Korean programs with little or no prior knowledge of Korean, but they are required to reach the fifth grade out of six in the Test of Proficiency in Korean (TOPIK) by the graduation. The description for this level includes effective and operational use of language for research in professional fields such as politics, economics, society and culture. Also, the required skill of the proficiency involves the proper usage of the language in both spoken and written genres with different formality. The required effective operational proficiency level is comparable to the C1 level of the Common European Framework of Reference for Language.

The Aims of the Three Studies

Anchored within the L2 Korean learning context in Vietnam, the aim of this dissertation is to explore the promotion and prevention construct as trait-based or task-induced conditions. Study 1 is an exploratory study for the subsequent studies, investigating the main and interaction effects of trait-based and task-induced promotion and prevention foci on L2 Korean speech performance. The promotion- and prevention-instrumentality scales from Taguchi et al. (2009) are adopted to measure trait-based promotion and prevention foci. The task-induced promotion and prevention foci are contextualized as task content structured around either approach or avoidance framework. Several empirical studies in psychology have shown that regulatory foci, both measured as stable dispositions or as temporally-induced environmental conditions, affect the speed and accuracy of task performance such as proofreading (Föster, Higgins, & Bianco, 2003). Participants with a promotion focus found easy errors quickly (i.e., had greater fluency), while those with a prevention focus found difficult errors at the expense of speed (i.e., had greater accuracy). Although L1 proofreading and L2 performance are different in terms of cognitive, social and affective dimensions, the trade-off effects of accuracy and fluency in L1 proofreading might be relevant to L2 accuracy and fluency. Therefore, L2 Korean speech accuracy and fluency are the focus of Study 1.

Study 2 develops and validates the measures of L2 regulatory focus for Vietnamese learners of L2 Korean. The scales of promotion- and prevention-instrumentality from Taguchi et al. (2009) are tested through PCA for its applicability for learners in the local context of L2 Korean in Vietnam, and new questionnaire items of promotion- and prevention-motivated behaviour are developed and tested through PCA. In addition, since the cornerstone theory of

regulatory focus is the ideal and ought-to L2 selves, the L2 selves are measured by open-ended questionnaire items and thematically coded. The open-ended measures of the L2 selves were chosen with a purpose of exploring learners' broad self-concept related to L2 learning in the local context. Therefore, the L2 selves in Study 2 are not conceptually restricted to the language domain (e.g., I can imagine my self speaking Korean fluently), but includes non-language domains of possible selves adopting Yang and Noels (2012) (e.g., I want to be a person who travels abroad).

Study 3 is the conceptual extension of Study 1. With the more comprehensive measure of L2 regulatory focus developed and validated in Study 2, Study 3 investigates the main and interaction effects of trait-based and task-induced regulatory focus on L2 oral performance. In contrast to Study 1, in which communicative interaction is purposely suppressed to avoid an interlocutor effects, Study 3 reflects task-based L2 oral interaction by introducing an interlocutor as a conversation partner. In addition, after the task performance, stimulated recall episodes were elicited to explore learners' attentional direction during the task performance.

Tying it Together

The three studies in this dissertation adopt different research methods and techniques, but they share the same theoretical framework and conceptual ground, that is, L2 regulatory focus and the L2 motivational self system, with a purpose of investigating their influence on L2 oral performance. To this end, Study 1 and Study 3 adopted observable moment-to-moment L2 task oral performance and a stimulated recall interview rather than global L2 learning outcomes (i.e., grades). The results from Study 1 motivated the development of more valid measures of trait-based L2 regulatory focus used in Study 2. Also, the task-based effects on the L2 monologic oral performance found from Study 1 encouraged further investigation of task effects by incorporating communicative interaction during L2 task-based oral performance in Study 3. The three studies were arranged in the chronological order. Study 1 was an exploratory study of the effects of regulatory focus on speech performance. In Study 1, the trait-based measure of regulatory focus showed very low reliability; thus, Study 2 was conducted to develop a more reliable trait-based measure and validate it with the open-ended L2 selves. Although it would conceptually make more sense to place Study 2 before Study 1, this dissertation follows the chronological order.

As regards research method, Study 2 and Study 3 adopted mixed-method with aims to produce generalizable findings and localize L2 motivational theories in the L2 context in Vietnam. Throughout this dissertation, qualitative data was exploited to further elaborate findings from quantitative analyses. While quantitative results of regulatory focus effects on L2 speech performance may be generalizable to other research population, qualitative findings may provide the context-bound L2 selves and regulatory focus and their interaction with L2 learning.

Introduction to Study 1

As an exploratory study of this dissertation, the purpose of Study 1 was to explore the interrelationships between regulatory focus and monologue speech performance in L2 Korean. In Study 1, the promotion and prevention constructs were defined as learners' motivational traits measured by a self-reported questionnaire and as task-induced conditions that were structured around approach (positive consequence) or avoidance (negative consequence). The promotion and prevention task conditions were used to temporarily trigger regulatory focus effects, which have been done in prior research in applied linguistics (Papi, 2016). As for trait-based motivation, the existing measures of promotion and prevention-instrumentality were adopted from a cross-cultural study conducted in China, Iran and Japan (Taguchi et al., 2009). Although the applicability of the questionnaire items may not be guaranteed in the L2 context in Vietnam, the measure from the previous study was used for an exploratory purpose.

Chapter 2: Study 1

Korean L2 Speakers' Regulatory Focus and Oral Task Performance

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By Yeji Han and Kim McDonough

Abstract

The L2 motivation self system posits that motivation emerges from the dynamic interactions among a learner's ideal L2 self, ought-to L2 self, and situated learning experience. Only a few studies to date have investigated the individual and combined impact of trait-based and task-induced motivation (i.e., situational motivation related to the immediate learning environment) on L2 performance. Therefore, the current study explored whether Korean L2 speakers' trait-based and task-induced regulatory focus impacted their oral task performance. Vietnamese university students ($N = 62$) studying Korean as a foreign language completed a questionnaire to assess their L2 instrumentality as being oriented toward prevention or promotion. They were randomly assigned to either promotion or prevention task-induced condition, and then carried out an oral task. The results indicated that whereas the participants' general motivational tendencies did not impact their task performance, the task-induced prevention condition facilitated faster speech rate (i.e., fluency) and lower error rate (i.e., accuracy) than the promotion condition. Implications for further studies are discussed.

Introduction

In the field of L2 learning, a number of studies have shown that L2 performance is not a pure reflection of language proficiency. Rather, language production is a complex process that reflects individual learners' cognitive and affective profiles (Aida, 1994; Grigorenko, Sternberg, & Ehrman, 2000; Horwitz, 1986; Hummel, 2009; Kitano, 2001; Roehr, 2008; Skehan, 2014). Within the category of affective factors, research has shown that motivation plays a role in diverse aspects of L2 performance and learning, including pragmatic competence (Takahashi, 2015; Wyner & Cohen, 2015), oral task performance (Dembovskaya, 2009; Mozgalina, 2015; Poupore, 2016), oral interaction (Ma, 2009), and writing (Kim & Kim, 2016). While these studies showed that motivation and L2 performance are interrelated, due to their theoretical and methodological diversity, a clear understanding of the relationship between motivation types and L2 performance remains elusive.

In light of this complexity, many recent L2 motivation studies have been inspired in part by Dörnyei's L2 motivational self system (2005, 2009) to consider multiple aspects of motivation by using a mixed methods approach (for a review, see Boo et al., 2015). This model conceptualizes L2 motivation as a combination of a learner's future self, which represents his or her long-term L2 goals, and L2 experience, which is situated and temporary. With regard to motivational processes involving future L2 selves, the regulatory focus theory posits two distinguishable, but not exclusive, motivational inclinations: promotion and prevention foci (Higgins, 1997, 1998). A promotion focus is an approach inclination that leads learners towards their positive ideal selves, while a prevention focus is an avoidance inclination to stay away from failure to fulfill their ought selves. Based on the conceptual link between temporary process-based motivational tendencies and future selves, this study examines whether regulatory focus, both as a general disposition and as a task-induced condition, accounts for variation in L2 speakers' task performance.

The Influence of L2 Selves and Vision on L2 Learning

The L2 motivational self system model proposed that L2 learning could be described as effort to fulfill two types of future selves: the ideal and ought-to L2 selves. The ideal L2 self refers to the attributes that a person would like to possess (e.g., hopes, dreams, wishes). In contrast, the ought-to L2 self represents the attributes that a person believes should be possessed

(e.g., duties, obligations, responsibilities). Motivation arises from learners' efforts to reduce the gap between their current L2 self and their ideal and ought-to L2 selves (Dörnyei, 2005, 2009) and temporary L2 experiences. Since the model was initially proposed, a number of studies have validated it by demonstrating positive associations between the ideal L2 self and motivated behaviour (e.g., Al-Shehri, 2009; Csizér & Kormos, 2009; Dörnyei & Chan, 2013; Hsieh, 2009; Kim & Kim, 2014; Kormos et al., 2011; Papi, 2010; Ryan, 2009; Taguchi et al., 2009).

However, the direct influence of the ideal L2 self on learning remains unclear because the results of intervention studies that investigated the ideal L2 self have been inconsistent. In these studies, the ideal L2 self was operationalized as the capacity to imagine oneself as a proficient L2 user. Intervention studies have been conducted to explore the effects of improving motivation through visualization and self-enhancement activities, through listening to the ideal and ought-to L2 selves scripts (e.g., Magid, 2014; Magid & Chan, 2012) or writing essays about their future L2 selves (e.g., Cho 2015; Sampson 2012). While some studies have shown that visualization-based interventions resulted in increased strength of the ideal L2 self (Chan, 2014; Magid, 2014) and perceived motivation (Sampson, 2012), other studies have reported that they did not lead to improved motivation or other factors associated with L2 learning. For example, Munezane (2015) found that visualization alone did not impact Japanese EFL learners' willingness to communicate, but visualization plus goal setting was effective. These findings had important implications for interpreting the previous visualization intervention studies. It is worth noting that the long-term intervention studies often involved concrete goal-setting activities along with visualization of the L2 self; thus, visualization effects cannot be teased apart from specific action plans. For example, Mackay (2014) showed that the ideal L2 self intervention group showed improved willingness to communicate, while the control group did not. The treatment condition included goal-setting activities, so the improvement could be attributed to goal-setting activities rather than visualization.

Aside from the intervention studies, a few studies have explored the effects of visualization of the L2 self, either triggered by intervention or measured by questionnaires, on directly observable motivated behaviour. These studies did not include goal-setting activities and found that a strong sense of the future L2 self was not associated with motivated behaviour or L2 performance. For example, Cho (2015) found no immediate effects for prompting the L2 self on

time spent revising writing (i.e., persistence) or finding spelling errors in reading text (i.e., focused attention). In a classroom-based setting, Papi and Abdollahzadeh (2012) adopted a classroom observation instrument developed by Guilloteaux and Dörnyei (2008) and found no association between observation of Iranian EFL learners' motivated behaviour and self-report ideal L2 self scores. Unlike the motivation intervention studies, which involved goal setting, these two studies showed that neither invoking vivid images of the L2 self nor a general tendency towards the strong ideal L2 self was sufficient to result in motivated behaviour. Dörnyei (2009) claimed that having specific goals is one of the prerequisite conditions for the L2 self to exert motivation. Therefore, the action power of the self may be exercised in relation to goal setting and relevant motivational strategies.

The lack of association between the L2 self and observable L2 learning behaviour was also found in L2 oral performance. Al Khalil (2011) explored the association of different types of L2 motivation with L2 Arabic speech quality and noticing of feedback from an interlocutor. She compared the effects of three distinct motivational constructs: the socio-educational model of SLA (Gardner, 1985, 2001; Gardner et al., 1997), situated state motivation (Julkunen, 2001; Tennant & Gardner, 2004; Tremblay et al., 1995), and the L2 motivational self system (Dörnyei, 2005, 2009). No motivational variables predicted accuracy, fluency and complexity, but integrative motivation predicted noticing of recasts. The measures of the ideal and ought-to L2 selves were adopted from the existing studies based on the framework of the L2 motivational self system (Csizér & Kormos, 2009; Ryan, 2009; Taguchi et al., 2009); the key component of the ideal L2 self was the capacity to visualize a desired future L2 self. The vision component of the ideal L2 self, as well as the ought-to L2 self, was not directly related to immediate L2 production or noticing of recasts, although many previous studies have confirmed the relationship between the ideal L2 self and global L2 learning outcomes such as final grades (e.g., Kim & Kim, 2016).

To summarize, while many studies have supported the positive relationship between the L2 selves and motivated behaviour or learning outcomes (Csizér & Dörnyei, 2005; Dörnyei & Clément, 2001; Dörnyei & Csizér, 2002; Dörnyei et al., 2006; Kim & Kim, 2016), a few studies based on directly observable motivated behaviour (Cho, 2015; Papi & Abdollahzadeh, 2012) and L2 performance (Al Khalil, 2011) have not found the connection between the L2 selves and behavioural or linguistic observation. The adoption of observable behaviour might have led to

different results from the previous studies which relied on self-report questionnaires. Also, the findings imply that having and activating the ideal and ought-to L2 selves may be involved in the process of motivational regulation, rather than a direct regulator of behaviour (Hoyle & Sherrill, 2006). In order to convert the L2 selves into action, relevant motivation and behavioural strategies should be followed, and regulatory focus may be a prospective theory to fill the gap by linking behavioural and linguistic strategies to the ideal and ought-to L2 selves. In particular, the positive association between the L2 selves and self-reported motivated behaviour might be mediated by motivational regulation, and the mediating function of regulatory focus may further explain the effects of the L2 selves on observable motivational or linguistic behaviour.

Regulatory Focus as Motivational Tendencies

The role of regulatory focus in L2 motivation can be understood in terms of its relationship to the ideal and ought-to L2 selves (Higgins, 1987, 1997, 1998). The different types of L2 selves function as different goals, but more importantly, the ideal and ought-to L2 selves are associated with different types of goal-pursuit behaviour and motivational regulation. As a consequence of having an ideal-self or ought self-orientation, people may adopt distinctive motivational strategies, either promotion or prevention focus, respectively.

Within this framework, a general goal for L2 learning, such as being a proficient L2 speaker, may lead to different motivational consequences depending on how an L2 learner views the goal. Whereas a person directed towards the ideal L2 self may adopt a promotion focus, i.e., orienting towards positive outcomes, such as getting good grades or becoming a competent speaker in their L2, a person directed towards the ought-to L2 self may have a prevention focus, i.e., orienting towards the avoidance of negative outcomes, such as failing a course or not being understood in their L2. In the L2 classroom context, teachers may notice that students use different motivational strategies for learning. While some students maximize opportunities for learning by asking questions and searching for extra information (i.e., promotion focus), others try to minimize their chances of missing important information by listening carefully and studying hard (i.e., prevention focus). However, it should be noted that promotion and prevention are not exclusive binary concepts, as highly motivated learners may exhibit both high-promotion and high-prevention focus simultaneously (Papi & Teimouri, 2014).

In past L2 motivation research, the concept of promotion and prevention has been considered in terms of instrumentality. For example, Taguchi et al. (2009) carried out a large-scale, cross-cultural questionnaire study that included promotion-instrumentality and prevention-instrumentality. Whereas promotion-instrumentality is the regulation of personal goals in order to become successful such as working in the target language community and having high income, prevention-instrumentality is the regulation of duties and obligations such as passing exams or avoiding bad grades in the L2 class. Through correlation and structural equation modeling (SEM), they found strong associations between promotion-instrumentality and the ideal L2 self, as well as between prevention-instrumentality and the ought-to L2 self.

In a subsequent reanalysis of their earlier dataset (Taguchi et al., 2009), Papi and Teimouri (2014) compared Iranian learners of English who had either promotion or prevention orientation in terms of several motivational and attitudinal variables and motivated behaviour. Learners were considered having a prevention orientation if their ought-to L2 self scores were higher than their ideal L2 self scores. Conversely, learners had a promotion orientation if their ideal L2 self scores were higher than their ought-to L2 self scores. The results revealed that learners with a promotion orientation had significantly higher motivated-behaviour scores than those with a prevention orientation. However, the questionnaire items for motivated behaviour reflected the promotion orientation only, for instance, “If an English course was offered in the future, I would like to take it”, and “If my teacher would give the class an optional assignment, I would certainly volunteer to do it”. Consequently, it is possible that the questionnaire underrepresented the types of motivated behaviour that are more likely to be undertaken by prevention-oriented learners. As the authors pointed out, the inconsistent findings from the previous studies about the relationship between the ought-to L2 self and motivated behaviour may be attributed to the lack of prevention-focused motivated behaviour (Kim, 2009; Lamb, 2009; Lyons, 2009; Magid & Chan, 2012; Papi, 2010). Past studies have been consistent in finding that the ideal L2 self is interrelated to intended effort or motivated behaviour by multiple statistic analyses: correlation, multiple regression, stepwise regression or SEM analysis. Unlike the strong effects of the ideal L2 self on intended effort or motivated behaviour, no conclusive findings were found in statistical associations between the ought-to L2 self and intended effort or motivated behaviour. However, because the questionnaire items for intended effort and

motivated behaviour were highly promotion focused, thus, already structured around the ideal L2 self, motivational behavioural strategies triggered by the ought-to L2 selves might not have been represented. Therefore, questionnaire items should be carefully constructed to ensure that motivated behaviour items reflect the type of action likely to be undertaken by both promotion- and prevention-oriented learners.

Regulatory Focus as Task Conditions

L2 motivation research to date has operationalized regulatory focus as general dispositions. In addition to the traditional trait-based approach, promotion and prevention orientations can influence L2 performance on a more momentary basis. Inspired by regulatory focus research in psychology (e.g., Shah et al., 1998), Papi's (2016) experimental research on incidental vocabulary learning conceptualized regulatory focus as task conditions that can be temporally induced through a reward point system. In the promotion condition, the initial point started from zero, thereby structured the activity around a gain frame. However, in the prevention condition, initial one hundred points were assigned, from which points were deducted, reflecting a loss frame. In both conditions, 70 out of 100 points was the cut-off for being entered into a drawing to win a \$100 gift card. In addition to the temporally-induced task conditions, trait-based regulatory focus was measured by a questionnaire. The findings showed that prevention-oriented participants performed better in the loss frame task condition, while promotion-oriented participants did not show a significant difference in the gain and loss task conditions. The lack of interaction between the promotion trait and the task conditions may have been attributed to the nature of the monetary reward. Entering to win the gift card is inherently promotion focused, regardless of the point systems; therefore, the gain-framed point system might not have had as strong effects as the loss-framed point system. Nevertheless, the findings and the design of the study had important methodological implications. Although the effect of incentives and punishment on L2 learning was not an uncommon theme in early L2 motivation research (e.g., Dörnyei, 1994; Gardner & MacIntyre, 1991; Skehan, 1991), application of prevention-oriented incentives to L2 learning and comparison of gain- and loss-framed incentives were novel. Also, the interaction effects between the prevention trait and the task conditions suggested that individual motivational tendencies should be taken into account when exploring task-induced motivation.

Promotion and prevention focus can be embedded in a task at two different levels: task-independent and task-integral levels. For example, in Papi (2016), regulatory focus was contextualized as incentives on the given task, adopting a task-independent approach to regulatory focus. In other words, the participants conducted the same L2 task with two different but paralleled incentive systems. On the other hand, a task-integral approach to regulatory focus is also possible, in which the task itself is manipulated in order to induce promotion- or prevention-focus motivation. For example, Semin et al. (2005) investigated whether regulatory focus affected English L1 speakers' use of abstract and concrete words. Across two experiments, the participants were given either promotion- or prevention-focus writing task. The promotion-focus task was to describe strategies for being a good friend, while the prevention-focus task was to describe strategies on how to avoid being a bad friend. The results indicated that the promotion task elicited more abstract words, and the prevention task elicited more concrete words. Though the findings from the L1 study may not be directly applicable to L2 research, they raise interesting questions about whether manipulating regulatory focus through task instructions would affect L2 users' task performance.

Dimensions of L2 Performance

In applied linguistics, L2 performance is the most clearly observable L2 behaviour; thus, it has been the center of scholarly attention in the field. With respect to L2 production, Skehan (1996) proposed three linguistic dimensions of performance: accuracy, complexity and fluency. According to his definitions, accuracy is related to the capacity to deal with interlanguage complexity, therefore conservatism and use of better controlled and restricted language (Dembovskaya, 2009); complexity is concerned with elaboration of the underlying interlanguage system; fluency relates to the capacity to utilize the interlanguage system for process-based real time communication. These three linguistic dimensions of L2 performance have been investigated through the lenses of task characteristics and task implementation factors, such as pre-task planning (e.g., Foster & Skehan, 1996; Mehnert, 1998; Ortega, 1999; Sangarun, 2001; Skehan & Foster, 1997; Wigglesworth, 1997; Yuan & Ellis, 2003) and task repetition (e.g., Bygate, 2009; Kim & Tracy-Ventura, 2013). These studies have confirmed that different task conditions influence L2 speech performance. In terms of motivational effects on L2 speech performance, Kormos and Dörnyei (2004) found that learners' motivational dispositions are

related to task performance, in particular, the number of words and turns as well as the linguistic measures of accuracy, lexical richness and complexity. The association with complexity was found only for participants with highly positive task attitudes. Although this subset of data did not represent the entire sample, the high correlation ($r = .80, p < .05$) suggests that motivational influence may have a strong effect on linguistic complexity. Previous studies using the same dataset found an association between motivation and the quantity of speech as measured by the number of words and turns (Dörnyei, 2002; Dörnyei & Kormos, 2000). With the measures of quantity and quality of speech, the results of these studies highly encouraged further studies because L2 linguistic signature of motivation was confirmed.

With respect to targeting a less-commonly-taught-language, linguistic features specific to the target language should be considered when selecting measures of accuracy, fluency, and complexity. For example, traditional measures of syntactic complexity might not be relevant to Korean, which is a highly inflected language. Morphological complexity may be an alternative measure of complexity, but such indices need to be validated. In some of the previous L2 English studies, accuracy has been operationalized as correct usage of certain linguistic features such as regular and irregular past tense, copula, definite and indefinite articles, plural form and subject-verb agreement (Ortega, 1999). Such operationalizations, however, cannot be applied to Korean as it does not have obligatory articles or plural forms. However, accuracy as error rate based on linguistic units (i.e., T-unit, c-unit, words, clause) has been widely adopted in past L2 studies (Pallotti, 2009) and may be more applicable to L2 Korean. Compared to accuracy, L2 fluency is multidimensional skills, conceptualized as pausing or repairing speech performance (i.e., dysfluency) and speed of delivery of speech. Among L2 fluency indices, speed rate based on the syllable unit has been consistently validated, whereas the measures of dysfluency such as pausing rate and self-repair have shown mixed results (e.g., Kormos & Dénes, 2004; Pallotti, 2009). Since Korean sound system is syllable-based, following consonant-vowel or consonant-vowel-consonant phonological structure, speech rate based on the syllable unit is an appropriate L2 Korean fluency measure.

In conclusion, current approaches to L2 motivation posit important roles for learners' general motivational dispositions and L2 experience triggered by environmental and temporal conditions. Although L2 learners' general dispositions towards the ideal and ought-to L2 selves

have been related to learning outcomes (e.g., Kim & Kim, 2016) and motivated behaviour (e.g., Csizér & Dörnyei, 2005; Dörnyei & Clément, 2001; Dörnyei & Csizér, 2002; Dörnyei et al., 2006; Kim & Kim, 2016), it was also found that the L2 selves are not directly associated with observable motivated behaviour (Cho, 2015; Papi & Abdollahzadeh, 2012) or L2 learning performance (Al Khalil, 2011). Based on the theoretical and empirical support, L2 regulatory focus can be a potential mediating factor linking the L2 selves and motivational strategies.

The purpose of this study is to identify whether L2 learners' regulatory focus, as a general disposition and a task-induced condition, is related to their L2 oral task performance. Past studies have shown the interrelationship between L2 motivation and L2 oral performance during task-based interaction (e.g., Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004). However, it was beyond the scope of these studies to investigate whether task-induced motivational conditions also affected L2 speakers' linguistic task performance, either alone or in combination with measures of motivation as individual differences. This study aims to explore the main as well as interaction effects of trait-based and task-induced regulatory focus on L2 oral performance, specifically accuracy (error rate) and fluency (speech rate). Due to the lack of sufficient research findings on motivational and linguistic associations, no directional predictions are made. In order to control the interlocutor and context effects, this study adopts an experimental between-groups design. This study explores the following research questions.

1. Are trait-based and/or task-induced regulatory focus (promotion and prevention) related to L2 speech performance?
2. Are there interaction effects between trait-based and task-induced regulatory focus on L2 speech performance?

Method

Participants

The participants were 79 university students (7 men, 72 women) with a mean age of 19.9 years ($SD = .32$) in two universities in Hanoi, Vietnam. However, 17 participants were excluded from the data analysis because their questionnaire responses revealed that they could not be classified as having a general disposition to either promotion or prevention focus. All of the participants spoke Vietnamese as their first language, and were in the second year of bachelor's degree programs in Korean studies. For the first two years of the programs, students take

language courses such as speaking, writing, listening, reading, and grammar courses for 16 to 20 hours per week. In the third year, they take content courses and more advanced language courses such as Korean culture, translation, and reading and writing. In the fourth year, students take internship programs along with translation and Korean linguistic courses. After graduating from the programs, almost all students work at Korean companies in Vietnam as translators, and some students pursue graduate studies in Korea or Vietnam. In order to successfully complete the programs, they are required to take a standardized Test of Proficiency in Korean (TOPIK) and pass the advanced level of proficiency. The context of learning Korean in Vietnam has unique components, for instance, the influence of mass media called *Korean Wave* (Shim, 2008), economic cooperation between the two countries (Teo, Singh, & Tan, 2013), modern economic surge in Vietnam (Malesky & London, 2014), and instrumental values of learning Korean.

Materials

The materials included a L2 regulatory focus questionnaire and an oral reasoning task. The questionnaire consisted of 10 items adapted from Taguchi et al. (2009), with minor modifications to make the statements more specific to students studying Korean in Vietnam. An equal number of items targeted promotion and prevention orientations. Each statement was paired with a six-point Likert scale, anchored by the descriptors *strongly disagree* (1) and *strongly agree* (6). The questionnaire items were translated to Korean and pilot tested with two students studying Korean in Vietnam to ensure that the participants would be able to understand the items. The pilot test indicated that the Korean language level was appropriate, and no items needed to be revised. The English version of the Korean questionnaire items is provided in Appendix A (for promotion items, Cronbach's $\alpha = .26$; for prevention items, Cronbach's $\alpha = .62$). The questionnaire was written in Korean. Since the participants' L2 proficiency was sufficient to understand the items, translation to L1 Vietnamese was not necessary.

The oral task was an expository monologue in which the participants were asked to describe places in Vietnam that the students and faculty could visit as a department field trip. After viewing six pictures of popular local attractions, the participants were instructed to select two places, describe them, and explain why they had selected them. To manipulate regulatory focus, two versions of the instructions were created. To encourage promotion focus, the participants in the promotion condition were told to describe and explain two places that the

Korean department could visit on a field trip. To encourage prevention focus, the participants were told to describe and explain two places that should be avoided during the field trip. The oral task was pilot tested with five intermediate-level Korean language students at language schools in Canada and Korea. Based on the pilot test, two pictures were modified to make them comparable to other pictures, and the task instructions were clarified.

Design

To investigate whether regulatory focus is related to Korean L2 learners' task performance, a between-groups design was used. The participants' general disposition towards regulatory focus was operationalized as questionnaire responses to items that targeted promotion or prevention focus. Task-induced regulatory focus was operationalized as the instructions given before the oral task. Whereas the promotion-focus task was explaining the reasons for visiting two locations, the prevention-focus task was explaining why two locations should be avoided. The participants were randomly assigned to either promotion or prevention condition. Task performance was operationalized in terms of the quantity of speech (total words), accuracy (error rates per c-unit), and fluency (syllable rates per second).

Procedure

The data was collected during the participants' Korean class. The first researcher distributed the consent form and the questionnaire, reviewed all questionnaire items, and answered any questions from the students and the course instructors. After completing the questionnaire, individual participants met the first researcher in a separate classroom to carry out the oral task. Before carrying out the task according to either promotion- or prevention-focus condition, the researcher asked the participants several warm-up questions in Korean, such as "How do you plan to use Korean language skills?" and "What helps you improving your language skills?" After reviewing the pictures, the participants had two minutes of planning time, after which they explained which locations they selected and gave their reasons. The individual session ranged from five to 10 minutes per participant, and their interaction with the researcher was audio-recorded using a Sony digital recorder. The participation was voluntary and no reward was given to the participants.

Data Analysis

The questionnaire items were assigned numeric values so that *strongly disagree* corresponded with one and *strongly agree* was scored as six. The values for the five promotion and five prevention items were summed separately, and the participants were classified as having a disposition towards promotion or prevention focus based on their higher subscore for 2 x 2 factorial ANOVA. The participants who had equal subscores on the promotion and prevention scales were excluded from the analysis. The audio-recordings were transcribed by the first researcher. The transcripts were analyzed in terms of the total number of words, error rate (errors per c-unit), and speech rate (syllables per second). A subset of the data (24%) was coded by an independent coder. Interrater reliability, assessed using a two-way mixed average-measures intraclass correlation coefficient, was .99 for total words, .77 for error rate, and .93 for speech rate.

Results

Based on the questionnaire results, nearly an equal number of participants could be classified as having a trait disposition towards promotion ($n = 30$) or prevention focus ($n = 32$). The random assignment of participants prior to task performance resulted in 32 participants in the task-induced promotion condition and 30 participants in the prevention condition.

Table 1

Descriptive Statistics of L2 Speech Performance by Regulatory Focus

Task-induced regulatory focus	Trait-based regulatory focus	Words	Speech rate	Error rate
			<i>M</i>	
Promotion condition	Promotion ($n = 18$)	56.06	1.78	3.49
	Prevention ($n = 14$)	63.71	2.06	3.41
	Total promotion condition ($n = 32$)	58.75	1.91	3.46
Prevention condition	Promotion ($n = 12$)	63.67	2.47	2.55
	Prevention ($n = 18$)	54.94	2.27	1.35
	Total prevention condition ($n = 30$)	58.43	2.35	1.83

As shown in Table 1, in terms of the number of words produced, the participants in the non-matching conditions (i.e., prevention trait/promotion task or promotion trait/prevention task) produced more words than those in the matching conditions. For error rate, the participants in the

task-induced prevention condition produced more accurate speech (i.e., lower errors per c-unit), regardless of their trait-based regulatory focus. Furthermore, they also produced more fluent speech (i.e., more syllables per minute).

To address the research questions about the main and interaction effects of trait-based and task-induced regulatory focus, three separate 2 x 2 ANOVAs were carried out for the total number of words, error rate, and speech rate.¹ The overall results showed that the prevention task had significant associations with the speech performance measures, while the main effects of regulatory focus trait and its interaction with the task conditions were not confirmed. The results for the total number of words indicated that there were no significant main effects for trait [$F(1, 58) = .01, p = .93, \eta_p^2 = .00$] or task-induced regulatory focus [$F(1, 58) = .01, p = .92, \eta_p^2 = .00$] and no interaction effect [$F(1, 58) = 1.86, p = .18, \eta_p^2 = .03$]. For error rate, the main effect for task-induced regulatory focus was found [$F(1, 58) = 6.35, p = .02, \eta_p^2 = .10$], while no significant effect was found from trait-based regulatory focus [$F(1, 58) = 1.15, p = .29, \eta_p^2 = .02$], or the interaction between regulatory focus trait and the task conditions [$F(1, 58) = .88, p = .35, \eta_p^2 = .02$]. For speech rate, the main effect for task was found in favour of the prevention task condition [$F(1, 58) = 7.63, p = .01, \eta_p^2 = .12$]; however, no significant results were found from trait-based regulatory focus [$F(1, 58) = .07, p = .80, \eta_p^2 = .00$], or the interaction between trait-based and task-induced regulatory focus [$F(1, 58) = 2.16, p = .15, \eta_p^2 = .04$].

Discussion

The results indicated that Korean L2 learners' task performance was affected by task-induced regulatory focus. More specifically, the learners in the prevention condition were more accurate and fluent than the learners in the promotion condition. The findings confirm that situation-specific motivation can help account for variation in L2 task performance, as shown in previous studies (e.g., Dörnyei, 2002; Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004). The findings also suggest that L2 task conditions may be manipulated in ways that can positively impact L2 speech performance. In other words, orienting learners to prevention focus by task conditions may positively affect their linguistic performance. Previous L2 motivation studies have shown that task conditions affect L2 speakers' task enjoyment, effort, perceived difficulty,

anxiety, and success expectancy (Poupore, 2013). Similarly, the current study indicates that task conditions related to regulatory focus may also affect task performance.

On the other hand, regulatory focus as individual traits was not associated with the linguistics measures of L2 speech. The lack of relationship may be attributed to the low internal consistency of the promotion focus scale ($\alpha = 0.26$), which suggests that the items adopted from Taguchi et al. (2009) may not have been relevant for the L2 Korean learners in Vietnam. For instance, according to Taguchi et al. (2009), there are few native speakers of English in Iran; thereby Iranian students do not have much access to L2 native speakers. In contrast, the Korean industry in Vietnam has grown dramatically over the past two decades, and all students have contact or working experience with Korean native speakers during their studies. The access to the Korean community may have lessened the desire to live abroad; therefore, one of the promotion items, “Studying Korean is important because I would like to live in Korea for a while” might not be applicable. Also, due to the influence of mass media as well as direct contact with the Korean community, the learners have been heavily exposed to Korean culture, and as a result, cultural interest might not be a motivator to spend more time and put effort towards L2 learning because of the familiarity with the L2 culture. Therefore, the promotion item might not be applicable to the L2 Korean learners in Vietnam.

As for task-induced regulatory focus, the findings raise interesting questions about why the task-induced prevention condition resulted in more fluent and accurate speech. Broadly defined, prevention orientation is associated with the desire to avoid negative outcomes. If the learners in this study perceived making speech errors as negative outcomes, then their desire to avoid making errors may have resulted in more accurate speech. Another possible explanation for the superior performance of the prevention group is different attentional allocation to ideas and language forms. Due to the task-induced desire to avoid negative outcomes (i.e., taking the department to undesirable locations), students in the prevention condition may have assigned attentional resources to language forms and rehearsed their speech performance during the planning time. In contrast, students in the promotion condition may have been concerned more about brainstorming reasons why the locations were attractive, and spent less time considering their speech performance during the planning and speaking time. This explanation should be interpreted with caution because participants’ thought processes were not verbalized or available

for analysis. To illustrate the findings, two excerpts from participants in the promotion- and prevention-task conditions are provided below, although the two examples cannot be generalizable to the entire data set. The examples below give reasons for selecting two places to go (promotion condition) and avoid (prevention condition); they clearly show different patterns of idea development. The original transcript was transcribed to English.

Excerpt 1

Promotion Condition

[I would like to go to Hue. The reason is Hue has old palace...Vietnamese old palace. Oh, this is historical attraction. Uh...if we go to Hue, we can visit many palaces. Here...very, so beautiful. There is the sea as well as the place in Hue. We can hang around the city, relax and swim. So I want to go to Hue. I just. Hmm, I would like to go to Nha Trang. Like Hue, Nha Trang has beautiful scenery. Air is very fresh. Nha Trang is the best for relaxing. So, actually, because I have an uncle in Nha Trang, I want to go there.]

Excerpt 2

Prevention Condition

[The reasons why I didn't want to go Saigon is there are too many people and weather is too hot because they don't have four seasons, they have only two seasons. The temperature is very high, and it's hot. I don't like hot weather, so I don't like to go to Saigon. Yeah, and I think Sapa is actually not beautiful compared to other places. And I don't know well what is available, what kind of activities we can do in Sapa. That's why I didn't select Sapa.]

The ideas in the example of the promotion condition are divergent and choppy; the participant seems to have come up with as many reasons as she could think. The words *beautiful* and *relax* occurred repetitively. In the prevention condition, however, the ideas are convergent and more structured. The first idea, *hot weather*, was developed further after she first mentioned it, which contrasts with the promotion condition example. Regulatory focus is different modes of reasoning, which may have led to divergent and convergent thinking processes as suggested by the examples. The presence of more idea units in the promotion condition suggests that participants may have spent the available planning time and their cognitive resources to generate

many reasons, whereas the fewer idea units and more structured speech found in the prevention condition may indicate that participants were focused more on how to express their ideas rather than what to say.

One major challenge for task-induced regulatory focus was to maintain comparability across the task conditions. In the current study, the task instructions were manipulated so that the participants were temporarily oriented towards either promotion focus (a desirable outcome) or prevention focus (an undesirable outcome). However, this manipulation may have inadvertently affected other aspects of the task, such as task difficulty or complexity. Additional data elicitation measures, such as asking participants to think aloud while planning or to complete post-performance ratings of task features (e.g., difficulty, interest, background knowledge), could provide insight into whether the experimental task conditions created additional task differences or complexities.

Concerning measurement of the participants' general dispositions towards promotion or prevention focus, we adopted promotion-instrumentality and prevention-instrumentality from Taguchi et al. (2009) and modified them for the context of L2 Korean in Vietnam. The internal consistency of the questionnaire was low, especially for the promotion items, possibly due to the different cultural contexts in Vietnam. The low internal consistency suggests that the instrument may not have been appropriate for these learners. The original study targeted L2 English learners in China, Iran and Japan, and the cross-cultural differences in those countries and Vietnam may have led to different findings.

Limitations and Implications

As a first step to explore the potential effects of task-induced regulatory focus on L2 oral task performance, the current study only administered a monologic expository task, which was selected to control for possible interlocutor effects. However, given the participants' L2 proficiency level, the oral task may not have been sufficiently challenging to engage the participants' intended efforts or activate their trait-based motivational self system. Because the participants spoke about a familiar topic for only a few minutes, they may have been able to retrieve familiar information without having to elaborate. Future research should include a wider variety of tasks monologic tasks, such as narrative tasks, in order to obtain longer and more lexically-rich language samples. In order to provide insight into collaborative task performance,

future studies should investigate the interaction between L2 learners with different regulatory focus traits. Research in this vein would have pedagogical value and shed light on effective task design and implementation for L2 learners with diverse motivational profiles.

Another limitation lies in the distribution of data across gender. Due to the fact that male students are rare in foreign language departments in Vietnam, the ratio of the participants in this study was skewed towards female. Gender difference in L2 motivation has often been reported (e.g., Henry & Cliffordson, 2013; Kim & Kim, 2011; You et al., 2016), so the skewed distribution of data limits the generalizability of the findings.

Despite the limitations, the findings have potentially important implications for L2 teaching and research. The finding that task-induced regulatory focus impacts L2 oral performance indicates an important role of task-integral conditions, regardless of learners' general disposition. In other words, a teacher's role in setting task conditions may override learners' motivational disposition. The prevention condition, which was found to promote speech rate and prevent error rate, gives a new perspective on task-based learning and focus-on-form instruction. In the context of L2 teaching, promotion-focused tasks are often favoured over prevention-focused tasks. However, prevention-focused tasks may elicit more accurate and more fluent speech than promotion-focused tasks. In terms of focus-on-form instruction, the general goal is to direct L2 learners' attention to target form, often to avoid the negative consequences of using that form incorrectly or inappropriately. Since prevention focus is associated with avoidance strategies, it may be compatible with focus-on-form approaches that emphasize accuracy.

Conclusion and Future Research

In conclusion, the current exploratory study found that task-induced regulatory focus affected Korean L2 learners' task performance, with the prevention condition eliciting more accurate and fluent speech than the promotion condition. Conceptualized within contemporary approaches to L2 motivation that posit dynamic interactions among L2 learners' general dispositions and environmental conditions, the findings imply that externally manipulated task conditions can potentially affect L2 learners' linguistic performance. The lack of association between the trait-based regulatory focus and the speech measures, however, does not necessarily indicate that promotion and prevention traits are not related to L2 speech performance given the

low reliability of the questionnaire. In the future research, we aim to develop a more reliable measure of L2 regulatory focus that is appropriate for the context of L2 learning in Vietnam.

For this study, we chose a lab-based setting in order to control interlocutor effects and maximize regulatory focus effects on speech performance. However, our future research aims to further clarify the interaction among task-based and trait-based components of L2 learners' motivational profiles, and document how these factors interact in ways that account for variation in their language use across diverse L2 learning settings. In particular, we aim to further explore how L2 teachers' choices about task design and instructions affect promotion and prevention focus, and its impact on L2 learners' task performance and linguistic development. In addition to L2 performance, another important area to explore would be language processing data such as think-aloud protocol or stimulated recall interview. The process-oriented data would be able to give us fruitful information as to whether and how task-induced and/or trait-based regulatory focus contributes to attentional allocation of certain aspects of L2 task. Regulatory focus is relatively new in applied linguistics; however, the available L2 research in this line showed different levels of situating regulatory focus from general traits to task conditions. The trait-based and task-induced regulatory focus have potential to elucidate the interaction among learners' motivational trait, task-independent reward and task-integral content. It would also be interesting to explore pair interaction in congruent and incongruent conditions of trait-based regulatory focus (promotion vs. prevention) or high and low motivation.

Lastly, in light of the considerable body of motivation research that has identified the important role of social and cultural context in L2 learners' motivation (Gardner, 2010; Lamb, 2009; Taguchi et al., 2009), future studies should target a wider range of L2 learning environments. Furthermore, due to the linguistic characteristics of Korean, such as its rich inflectional systems and incorporation of function words onto lexical items, comparisons with studies of English speakers may be irrelevant. Task-based research would benefit from future studies that expand its empirical basis to reflect greater consideration of less-commonly-taught languages.

Connecting Study 1 to Study 2

Study 1 investigated whether trait-based and task-induced regulatory focus have significant effects on accuracy and fluency of L2 speech performance. For trait-based regulatory

focus, a total of 10 questionnaire items for promotion- and prevention-instrumentality (Taguchi et al., 2009) were used to explore the trait-based effects on linguistic behaviour. However, there needs to be a more extensive and culturally applicable measure of L2 regulatory focus for Vietnamese learners of L2 Korean because the participants in this thesis are different from the learner populations with whom the existing scale has been used. Also, L2 regulatory focus is an underlying theoretical rationale for this thesis; therefore, the concept should be situated in broader L2 context beyond instrumentality. In order to address the issues, Study 2 developed a more extensive measure of L2 regulatory focus and tested the construct validity and applicability of the measure to Vietnamese learners of L2 Korean. Since L2 regulatory focus is theoretically grounded on the ideal and ought-to L2 selves, the L2 selves among the target population were explored through a qualitative open-ended questionnaire and used to validate the promotion- and prevention-motivated behaviour constructs.

Chapter 3: Study 2

Development and Validation of L2 Regulatory Focus Motivational Profiles for Vietnamese Learners of Korean

By Yeji Han

Abstract

Although contextual influences on L2 motivation have been widely acknowledged, studies with underrepresented learners of less-commonly-taught-languages have been extremely rare. To fill this gap, this study aimed to promote the local understanding of L2 motivation among Vietnamese learners of L2 Korean within the theoretical frameworks of the L2 selves and regulatory focus. In particular, this study qualitatively explored the L2 selves through an open-ended L2 selves questionnaire, and developed the measure of L2 regulatory focus, which outlines the distinct motivational strategies associated with the ideal and ought-to L2 selves. The participants completed a survey consisting of the open-ended questions for the ideal and ought-to L2 selves and closed-ended items for regulatory focus scales. The promotion- and prevention-instrumentality scales from Taguchi et al. (2009) were tested by PCA for its applicability to the learner population. Additionally, the promotion- and prevention-motivated behaviour scales were created and validated through PCA and chi-square analysis with the thematically-coded L2 selves. From the open-ended L2 selves, the intrapersonal and career domains were found to be dominant. Concerning the L2 regulatory focus scales, the applicability of promotion- and prevention-instrumentality was confirmed, and the validity of promotion- and prevention-motivated behaviour was supported.

Introduction

Since L2 learning requires goal-driven behaviour involving long-term commitment, motivation has received attention in applied linguistics as a way to account for learning outcomes and L2 processes including motivated behaviour and intended efforts (e.g., Dörnyei & Ushioda, 2009; Noels, 2001b). The initial focus of L2 motivation research was integrativeness, that is, learners' personal identification with the target language community, and their positive attitudes towards people from said community (Gardner, 1985, 2010; Gardner & Lambert, 1972). However, since the L2 motivational self system was proposed by Dörnyei (2005, 2009), the focus has shifted from a desire to be integrated into the target language community to learners' perceptions of their future selves as a result of desired L2 proficiency. The emphasis on self was attributed to the dissatisfaction with the notion of "target language community". With globalization, English is no longer a language of a particular ethnic group; thus, integrativeness is not applicable to L2 learning contexts where contact with "native speakers" of the target language is highly limited or absent, such as English as a foreign language or lingua franca (e.g., McClelland, 2000; Yashima, 2000). Instead, integrativeness has been reconceptualized as the ideal L2 self, with empirical support of the strong association between integrativeness and the ideal L2 self (Ryan, 2009; Taguchi et al., 2009).

Past studies have found that the L2 selves and motivational configurations are under cultural and contextual influences including geographical locations and target languages (e.g., Dörnyei & Chan, 2013; Dörnyei & Csizér, 2002; Huang et al., 2015; Taguchi et al., 2009). Unfortunately, most of the studies to date within the L2 motivational self system framework have been conducted with L2 learners of global English (for a review, Boo et al., 2015). Given the paucity of L2 motivation research targeting diverse learner population, this study targets Vietnamese learners of L2 Korean who major in Korean studies at universities in Hanoi, Vietnam. With respect to the theoretical frameworks, this study adopts the L2 motivational self system and regulatory focus, which outlines the distinct motivational strategies associated with the ideal and ought-to L2 selves. Based on the model, this study aims to apply L2 regulatory focus to further elucidate L2 motivated behaviour and qualitatively explore the L2 selves among Vietnamese learners of L2 Korean.

L2 Motivational Self System

The L2 motivational self system has three components: the ideal L2 self, ought-to L2 self and L2 learning experience. Dörnyei (2009) defined the ideal L2 self as a person with desired L2 proficiency who a learner would like to become in the future. He further noted that the ideal L2 self motivates the learner to achieve his or her dream by reducing the discrepancy between the perceived current state of oneself and the ideal L2 self. The ought-to-L2 self was defined as “attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dörnyei, 2009, p. 29). While the ideal L2 self emphasized the sense of one’s own *self*, embracing existing concepts in L2 motivation such as integrativeness (Gardner, 1985) and imagined community (Norton, 2000), the ought-to L2 self has been treated as attributes imposed by external dimensions or significant others that entail responsibilities or duties. For instance, the questionnaire items for the ought-to-L2 self in past research were about others' perceptions of one's L2 learning (e.g., "My parents believe that I must study English to be an educated person", "If I fail to learn English, I will be letting other people down"; Taguchi et al., 2009). The third component, L2 learning experience concerns more temporarily-situated motives related to immediate learning environment such as effects of peer interaction, curriculum or learning materials.

In sum, the ideal and ought-to L2 selves are the mental representations of future self-guides (Dörnyei, 2005, 2009). The images of the L2 selves are not motivated action by themselves, but the L2 selves influence or reflect temporary L2 learning experience as they evoke particular motivational inclinations or strategies. The theory of regulatory focus can potentially account for the distinctive, but not exclusive motivational inclinations towards the ideal and ought-to L2 selves.

L2 Regulatory Focus

In the L2 motivational self system, the ideal and ought-to L2 selves are ultimate end states of L2 learning—what an L2 learner wants to be and ought to be in the future. In theory, the ideal and ought-to L2 selves could be the same goal, for example, being a fluent speaker in L2, but the motivated predilections triggered by the ideal and ought-to L2 selves could be quite different. In psychology, Higgins (1997, 1998) proposed the theory of regulatory focus to account for different means of achieving different types of goals (in this case, ideal self and

ought self). According to regulatory focus, ideal self and ought self evoke different motivational tendencies, that is, promotion and prevention focus. Promotion focus involves sensitivity to the presence or absence of positive outcomes. For example, getting a good grade in a course induces approach inclination towards the goal. Prevention focus involves sensitivity to negative outcomes, for example, failing a course, and it induces avoidance inclination away from the negative outcome. A number of psychological studies have validated that motivational regulation in relation to ideal self involves promotion focus, whereas regulation in relation to ought self involves prevention focus (e.g., Higgins, Roney, Crowe, & Hymes, 1994; Higgins & Tykocinski, 1992).

Based on the findings, it can be speculated that a learner with the strong ideal L2 self orientation may adopt promotion-motivational strategies, whereas the strong ought-to L2 self may be associated with prevention-motivational strategies. The concept of promotion and prevention focus was initially adopted in L2 motivation research to elucidate positive and negative aspects of instrumentality (Dörnyei, 2005). For example, a learner may be motivated to have higher education opportunities in the L2 community (i.e., promotion-instrumentality), or s/he may try hard not to get poor marks in L2 classes (i.e., prevention-instrumentality). In a cross-cultural survey study, Taguchi et al. (2009) examined promotion- and prevention-instrumentality in relation to other motivational variables (i.e., ideal L2 self, ought-to L2 self, attitude towards L2 culture and family influence). They developed questionnaire items for promotion- and prevention-instrumentality targeting Chinese, Japanese and Iranian learners of global English. The findings showed that promotion-instrumentality was associated with the ideal L2 self, while prevention-instrumentality was associated with the ought-to L2 self. The correlation between promotion- and prevention-instrumentality was marginal, suggesting that they are conceptually distinguishable. Also, the cross-cultural differences of China, Iran and Japan were important findings. The data from Chinese and Iranian learners showed unexpected moderate correlations between promotion-instrumentality and the ought-to L2 self. The authors speculated that due to the highly collectivistic and family-oriented culture in China and Iran, promotion in the future is considered to be meeting expectations of parents. In the two countries, pursuing further studies was claimed as parents' expectation or a means of supporting family.

Additionally in Iran, getting a well-paid job or keeping updated with recent world news is a signature of high socioeconomic status, and therefore related to family's honour and prestige.

More recently, Papi and Teimouri (2014) reanalyzed the Iranian population data from Taguchi et al. (2009) by adopting cluster analysis of the motivational variables. The most highly motivated group showed the highest scores on both promotion- and prevention-instrumentality and both ideal and ought-to L2 selves. The findings imply that promotion- and prevention-instrumentality are not the polar opposites, nor a trade-off, although they are distinct types of motivation. As a follow-up analysis, Papi and Teimouri divided the sample into promotion- and prevention-oriented groups by subtracting their ought-to-L2 self scores from their ideal L2 self scores. Statistical comparison of the learner groups with the promotion and prevention orientations revealed that the promotion-oriented group had higher promotion-instrumentality scores, while the prevention-oriented group had higher prevention-instrumentality scores. The findings from the two previous studies suggest that promotion- and prevention-instrumentality may be an indicator of distinct motivational properties associated with the ideal L2 self and ought-to L2 self.

In addition to considering regulatory focus in terms of instrumentality, another area that promotion and prevention focus can be applied is motivated behaviour. In light of the regulatory focus theory, the ideal and ought-to L2 selves yield different motivational behavioural strategies towards fulfilling the L2 selves. Learners with the ought-to L2 self orientation may be more prone to avoid possible negative results, for example, trying not to skip classes to avoid a bad grade, while the ideal L2 self provokes eager approaching strategies such as active participation in class. The existing measures of motivated behaviour are highly promotion-focused, structured around approach strategies, rather than focusing on what learners try not to do to avoid failure (e.g., Dörnyei & Ushioda, 2009). As noted by some L2 researchers (Chen, 2012; Papi & Teimouri, 2014; Teimouri, 2016), the lack of prevention-focused items on L2 motivated behaviour scales might be the reason for the inconclusive findings of the previous studies that examined the relationships between the ought-to L2 self and motivated behaviour (e.g., Csizér & Kormos, 2009; Dörnyei & Chan, 2013; Islam, Lamb, & Chambers, 2013; Kormos, Kiddle, & Csizér, 2011). Therefore, the relationship between the ought-to L2 self and motivated behaviour

needs to be further investigated with the more valid criterion measures taking into account prevention motivational strategies.

In psychology, regulatory focus has been characterized as both chronic and temporary motivational dispositions of approach/avoidance or eagerness/vigilance. Having promotion or prevention focus reflects the sensitivity to positivity or negativity, and the different orientations trigger distinct goal-pursuit strategies. The sensitivity to positive outcomes is associated with eager strategies, whereas the sensitivity to negative outcomes is coupled with vigilant strategies to avoid them (Förster, Higgins, & Idson, 1998; Higgins, Roney, Crowe, & Hymes, 1994; Shah, et al., 1998). For example, people are more likely to adopt eager strategies such as being helpful and nice in order to be a good friend, whereas they are prone to show vigilant strategies such as remembering friends' birthdays in order to avoid being a bad friend. In addition to the effects of regulatory focus on behavioural action, regulatory focus can also influence cognitive process such as the scope of attention to global or local features. For instance, Förster and Higgins (2005) found that promotion focus was positively correlated with the global processing style and negatively correlated with the local processing style. The reverse pattern was found for prevention focus.

The conceptualization of regulatory focus in psychology can be applied to L2 contexts to help identify a broad range of goal-pursuit behaviour in L2 learning. When learners work towards fulfilling their ideal L2 self, they may adopt an eager manner with concerns of global and abstract features of L2 learning. In contrast, the ought-to L2 self may trigger vigilant behaviour with the greater concerns for local and concrete details related to L2 learning. Regulatory focus has not yet been applied to further account for different types of L2 motivational behaviour. However, given the effects of regulatory focus on motivational behaviour and cognitive process, the contextualization of regulatory focus in L2 learning should not be restrained to approach/avoidance of positive/negative outcomes; rather it can be applied more broadly including eager/vigilant and global/local motivational strategies.

Regulatory focus was theoretically grounded in ideal and ought selves as it explains motivational processes towards the future selves. Therefore, the construct validity of L2 regulatory focus can be ensured through statistic associations with the ideal and ought-to L2 selves (Papi & Teimouri, 2014; Taguchi et al., 2009). However, L2 motivation is highly

dependent on cultural context; thereby special attention should be directed to contextual factors. Adapting widely used questionnaire scales for specific learner population may create conflicting issues. Tailoring questionnaire items requires intuitive judgment on the local learning contexts, but at the same time the tailored items need to remain compatible with the original scales. Regarding the measure of the ideal and ought-to L2 selves, context of L2 learning might affect the responses to questionnaire items. For example, an item for the ideal L2 self “I can imagine a situation where I am doing business with foreigners by speaking English” (You et al., 2016) may not be relevant to international students who do not envision themselves in business contexts.

Thematic Content of L2 Selves

To fill this gap, open-ended measures allow close investigation of the culture-specific L2 selves. In addition, the open-ended approach to the L2 selves can incorporate a wide range of linguistic and non-linguistic psychological dimensions of L2 learning. Past research on adult learners’ L2 motivation revealed that people chose to learn an L2 not only because of desired L2 proficiency, but also due to the sense of progress (Campbell & Storch, 2011; Lanvers, 2012) or intellectual stimulation (Cid, Granena, & Tragant, 2009; Oxford & Shearin, 1996). Within the L2 motivational self system, the ideal L2 self was initially proposed as an umbrella term to reframe integrativeness, and the statistic association found between the ideal L2 self and integrativeness supported this claim. However, the placement of non-linguistic dimensions of the L2 selves has not been successfully addressed in L2 motivation research to date. Despite a broad range of the L2 selves, the existing questionnaire items for the L2 selves are restricted to a language proficiency domain (e.g., Dörnyei & Chan 2013; Ryan, 2009; You et al., 2016). The items of the ideal L2 self have been directed to the visualizing capacity for being a proficient L2 user in the language-specific domain such as speaking, debating, or writing emails. The dimensions of the ought-to L2 self were reduced to others’ expectation on one’s L2 proficiency, which underestimates multifaceted characteristics of the L2 selves. Although the multidimensionality and local contextual diversity of the L2 selves are widely acknowledged (e.g., Dörnyei, 2009), the L2 selves measures have not successfully incorporated them.

An alternative approach to address the multidimensional and contextually diverse L2 selves is to adopt qualitative open-ended measures. It is common in psychology to use open-ended questions such as “who do you like to be” or “who do you think you ought to be” to elicit

ideal and ought selves (e.g., Cesario, Grant, & Higgins, 2004; Higgins, Klein, & Strauman, 1985). As for coding the open answers, Unemori, Omoregie and Markus (2004) developed thematic categories and compared the distribution of thematic possible selves across different ethnic groups of students from Chilean, European-American, Japanese and Japanese-American cultures. The results showed significant differences in the frequency of thematic content across the groups. European-American students had the strong emphasis on intrapersonal domain (e.g., being happy, self-reliant), reflecting individuality and independency, while the other three groups were focused on career and education. Using the same coding scheme, Yang and Noels (2012) explored the thematic possible selves of international students at a Canadian university. Targeting the specific local population, they added new coding categories: immigration and language. The most frequent possible selves of international students in Canada were career and education followed by intrapersonal and interpersonal domains.

To my knowledge, no study on L2 motivation has attempted thematic coding of the L2 selves in a similar way to the two psychological studies on possible selves. Considering the multidimensionality and cross-cultural diversity of the L2 selves, the open-ended measure would fit better in understanding the L2 selves among underrepresented learner populations such as Vietnamese learners of L2 Korean. Additionally, the thematic L2 selves configurations can be used to quantitatively test the construct validity of promotion- and prevention-motivated behaviour. A typical way of validating a new construct is to test statistic associations with other scale variables. In the case of nominal variables such as the thematic domains of the L2 selves, group-based analysis would substitute for linear statistics by creating groups based on the promotion- and prevention-motivated behaviour scales. Since the validity of group difference can be tested by comparing them against other variables (Alexander & Murphy, 1999), the construct validity of promotion- and prevention-motivated behaviour can be supported by statistic differences between the groups of promotion- and prevention-motivated behaviour in terms of the configurations of thematic L2 selves.

Another widely used technique to test construct validity is factor analysis. Through factor analysis, the observed number of questionnaire items is reduced to latent factors based on commonalities, and a latent factor represents a single construct. In this study, factor analysis can be used to test the applicability of the questionnaire items for promotion and prevention-

instrumentality (Taguchi et al., 2009) in the L2 Korean context in Vietnam. The previous study targeting the same learner population found that arbitrary modification of the original items of promotion- and prevention-instrumentality did not ensure reliability of the scales (Han & McDonough, in press). Since L2 motivational constructs are context-bound, this study aims to test the applicability of the promotion- and prevention-instrumentality questionnaire items for the target population. Second, factor analysis can also support the construct validity of promotion- and prevention-motivated behaviour if two hypothetical factors of promotion and prevention emerge from the overall questionnaire items. As a supplementary method for the construct validation of promotion- and prevention-motivated behaviour, group-based analysis will be conducted between learners with the promotion- and prevention-motivated behavioural tendencies and their thematic L2 selves.

The research questions of this study are 1) What thematic categories of the ideal and ought-to L2 selves are prevalent among L2 Korean learners in Vietnam, 2) Are the promotion- and prevention-instrumentality scales applicable to learners in the L2 Korean context in Vietnam, and 3) Is the construct validity of promotion- and prevention-motivated behaviour supported through PCA, group-based analysis with the thematic L2 selves and correlation with promotion- and prevention-instrumentality?

Method

Participants

The participants were a total of 533 undergraduates majoring in Korean studies from three different universities in Hanoi, Vietnam (age *Mean* = 20.05, *SD* = 1.46; Female *N* = 495, Male *N* = 20, unknown *N* = 18). All of them were native speakers of Vietnamese, and the undergraduate programs required all students to pass the advanced level of the standardized L2 Korean test before graduating the programs.

Materials and Procedure

The materials included open-ended items for the ideal and ought-to L2 selves and the close-ended questionnaire items for L2 regulatory focus. The open-ended measures of the L2 selves were purposely used to elicit thematic content of the ideal and ought-to L2 selves. The ideal L2 self was measured by listing four things they like to do with their L2 proficiency, and the ought-to L2 self was measured by listing four expectations from others on their L2 learning.

The close-ended items consisted of statements anchored with a five-point Likert scale (1 = *strongly agree*; 5 = *strongly disagree*), designed to measure promotion- and prevention-instrumentality, and promotion- and prevention-motivated behaviour. The promotion- and prevention-instrumentality scales were adopted from Taguchi et al. (2009). The original items had three slightly different versions targeting L2 English learners in China, Iran and Japan. Among the original items for promotion- and prevention-instrumentality, the items that appeared on two or three versions were included. To measure motivated-behaviour, the researcher created 11 items that reflect approach/avoidance and eagerness/vigilance strategies. The motivated behaviour items included six promotion items that reflected eager approach (e.g., “I try to practice Korean outside of school”), along with five prevention items that included vigilant avoidance (e.g., “I try not to miss important points in Korean class”; “At home, I try to review lecture to thoroughly understand it”). The questionnaire items, instructions and consent form were written in Vietnamese.

The original questionnaire items were created in English by the author and scrutinized by a team of experts in applied linguistics or psychology to ensure face validity. After the discussion, one item was deleted, and wording for some items were modified. The English version of the questionnaire and instruction was translated to Vietnamese and back-translated to English for cross-validation. The different versions of the translation were compared by two native Vietnamese speakers. For readability and clarity, the final version of Vietnamese translation was piloted with four Vietnamese undergraduates in Hanoi, Vietnam.

The survey data was collected for approximately 20 minutes in intact Korean classes after obtaining the permission from the Korean studies departments at the three universities. The author distributed the consent form and questionnaire and gave oral instructions in Korean, and the course instructors translated them to Vietnamese, when necessary. On a voluntary basis, the participants turned in the signed consent form and the questionnaire to the author. The course instructors left the classrooms while the students completed the questionnaire.

Data Analysis

In order to answer the first research question as to the thematic content of the ideal and ought-to L2 selves, the answers to the open-ended L2 selves questions were thematically coded, following the coding categories used by Yang and Noels (2012): intrapersonal self, interpersonal

self, career, education, extracurricular activities, attainment of material goods, health, migration, and language. In this study, two additional themes emerged: *culture* and *social influence*. The following list represents example responses from the open-ended qualitative data. Under each theme, the presence or absence of the theme was dummy-coded as 1 for presence and 0 for absence for each participant. For interrater reliability 10% of the data was coded by an independent rater. The author and the rater independently coded the same data set, and mutual agreement rate was 95.0%.

1. Intrapersonal (e.g., *to be confident, happy, independent*).
2. Interpersonal (e.g., *to be loved by many people, get married, help family, have many international friends*).
3. Career (e.g., *to get a stable job, work for a Korean company*).
4. Education (e.g., *to obtain excellent GPA, go to graduate school*).
5. Extracurricular activity (e.g., *to travel around the world*).
6. Attainment of material goods (e.g., *to have high income, buy apartment, get scholarship*).
7. Health (e.g., *to be healthy person*).
8. Migration (e.g., *to go to Korea for work, live in Korea*).
9. Language (e.g., *to be able to communicate fluently in Korean*).
10. Culture (e.g., *to gain cultural knowledge, contribute to intercultural relationship between the two countries*).
11. Social influence (e.g., *to contribute to my country, belong to high society*).

With regard to the second research question of the applicability of promotion- and prevention-instrumentality, the questionnaire items for promotion- and prevention-instrumentality from Taguchi et al. (2009) were tested for PCA for the applicability.

Prior to the PCA, the data was tested for multicollinearity and factorability, estimated by inter-correlation of the items and Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy. In regard to the decision of how many components to retain, Eigenvalues 1.0 was determined as the cut-off threshold, and Scree plots were used as supplementary sources to determine meaningful components. Items with communality value or factor loading under .3 were excluded following the guideline from Tabachnick and Fidell (2013). In order to identify components, Promax oblique rotation method was selected, because the promotion and prevention constructs are

supposed to be correlated to some extent (Papi & Teimouri, 2014), consistent with the claim that psychological constructs are unlikely to be orthogonal (Kline, 2014). The final scales from the results of PCA were tested for internal consistency.

The third research question regarding the construct validity of promotion- and prevention-motivated behaviour was tested through 1) PCA of the questionnaire items of promotion- and prevention-motivated behaviour, 2) chi-square analysis with the thematic content of the ideal and ought-to L2 selves and 3) correlation analysis with the final items of the promotion- and prevention-instrumentality scales. The PCA on the promotion- and prevention-motivated behaviour scales followed the same method and procedure as the promotion- and prevention-instrumentality scales².

In order to carry out the chi-square analysis, the participants were classified into the promotion- and prevention-motivated groups. With the final version of the promotion- and prevention-motivated behaviour scales, the participants were median-split by the subtraction scores of the sum of promotion-motivated behaviour from the sum of prevention-motivated behaviour. As for the L2 selves, the common themes for both ideal and ought-to L2 selves were selected: intrapersonal, career, attainment of material goods and language. The two groups of promotion- and prevention-motivated behavioural tendencies were compared on the prevalence of the thematic content of the ideal and ought-to L2 selves.

Results

L2 Selves

Regarding the thematic content of the L2 selves, the ideal and ought-to L2 selves showed similar content but different frequency of each theme as displayed in Figure 1 and Figure 2. The most frequent content of the ideal L2 self was intrapersonal domain (38.3%), followed by career (25.4%) and interpersonal domain (9.7%), whereas the distribution of the ought-to L2 self showed more variety in the frequency of the thematic content. Career was the most frequent (22.9%), followed by language (15.1%), intrapersonal self (13.8%), attainment of material goods (i.e., monetary reward) (11.4%) and education (11.1%). In Figure 1 and Figure 2, the thematic categories that showed the frequency less than 5% of the total were collapsed as *other*.

Figure 1. Thematic content of the ideal L2 self

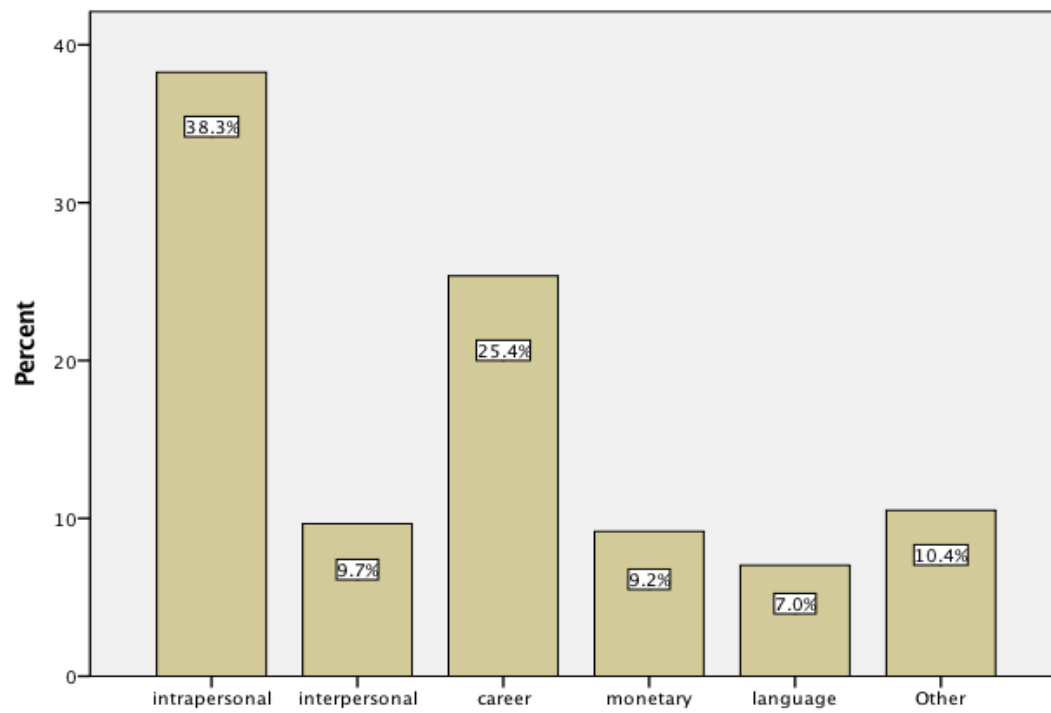
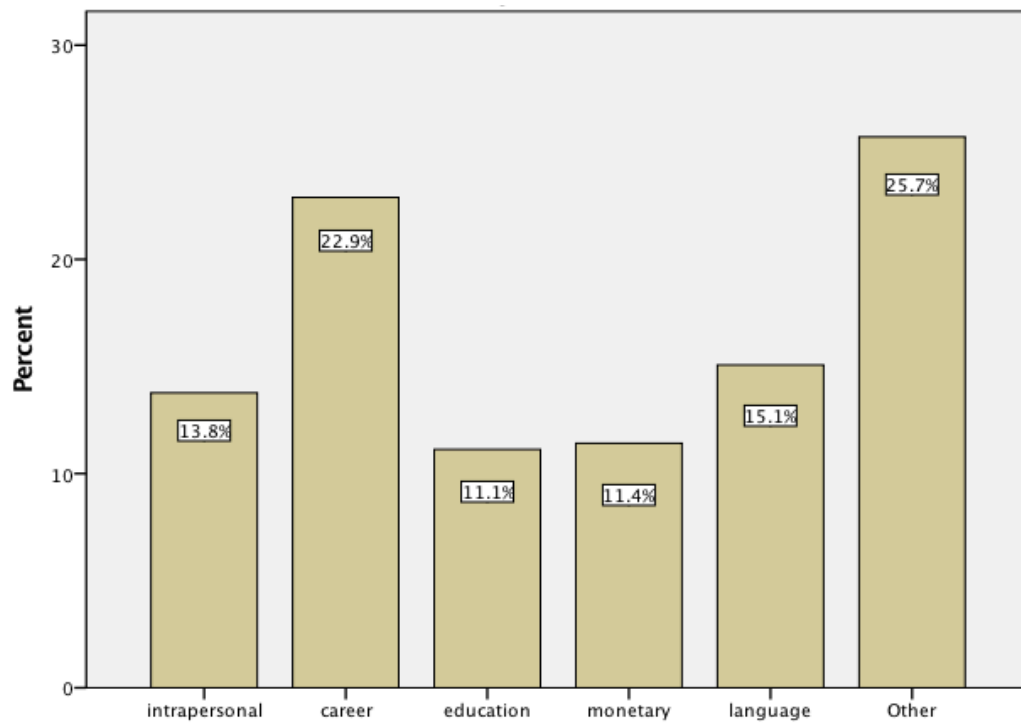


Figure 2. Thematic content of the ought-to L2 self



Although not shown in Figure 1 and Figure 2, two additional thematic categories of culture and social influence emerged from the data. Due to the popularity of Korean pop culture across Southeast Asia (Shim, 2008), the cultural aspect of L2 Korean was shown to be associated with media; for example, *K-pop culture* and *Korean celebrity* were often mentioned. The social influence theme appeared from the responses of *social power*, *high status in society* and *help my country to develop*. An individual's contribution to society could be seen highly respectable based on collectivistic social values prevailed in North Vietnam (Phuong-Mai, Terlouw, & Pilot, 2005). The social-power theme is a culture-specific motivator found among the Vietnamese learners, which has not been widely explored in L2 motivation research. It is worth noting that the career domain also involves socioeconomic power; for example, having a well-paid job was coded as career, but may be interwoven with reaching high social status. Combined with attainment of material goods and career themes, socioeconomic power might be a highly significant aspect of the L2 selves in the L2 Korean learning context in Vietnam.

The previous measures of the L2 selves tend to highlight the language aspect, for example, being a proficient L2 speaker (e.g., Dörnyei & Chan 2013; Ryan, 2009; Taguchi et al., 2009; You & Dörnyei, 2016). However, the qualitative data from this study shows that L2 language proficiency consisted of only marginal portions of the L2 selves (ideal L2 self: 7.0%; ought-to L2 self: 15.1%). Instead, the career domain was ranked as the second most frequent in the ideal L2 self (25.4%), and the most frequent domain in the ought-to L2 self (22.9%).

The Applicability of L2 Promotion- and Prevention-Instrumentality

The applicability of promotion and prevention-instrumentality to L2 Korean context in Vietnam was tested by PCA. No items prior to the PCA showed high inter-item correlation; thus, the absence of multicollinearity was ensured. The values of KMO test were .84 for the promotion- and prevention-instrumentality items, indicating acceptable factorability of the data (Tabachnick & Fidell, 2013).

Prevention-instrumentality was found to be the first component (initial $\lambda = 4.69$, explained variance = 39.1 %), followed by promotion-instrumentality (initial $\lambda = 2.38$, explained variance = 19.9 %). The internal consistency of the promotion-instrumentality scale was $\alpha = .80$ and the prevention-instrumentality scale was $\alpha = .89$. Therefore, the promotion- and prevention-instrumentality constructs were applicable for Vietnamese learners of L2 Korean. In this context,

the prevention-instrumentality component had double exploratory power than the promotion-instrumentality component. The components correlation was .31, showing the independency of the two constructs (see Appendix B for the final items and factor loadings).

The Construct Validity of L2 Promotion- and Prevention-Motivated Behaviour

The construct validity of the L2 promotion- and prevention-motivated behaviour scales was supported by the results of PCA on the questionnaire items. The normality of the data was ensured by the absence of multicollinearity and adequate factorability ($KMO = .80$). Similar to the promotion- and prevention-instrumentality scales, prevention-motivated behaviour was found to be the first component (initial $\lambda = 3.20$, explained variance = 45.7 %) followed by the promotion-motivated behaviour component (initial $\lambda = 1.14$, explained variance = 16.3 %). The internal consistency showed adequate reliability following Dörnyei and Csizér (2012): prevention-motivated behaviour, $\alpha = .78$ and promotion-motivated behaviour, $\alpha = .77$ (see Appendix C for the final items and factor loadings).

In order to further validate the promotion- and prevention-motivated behaviour constructs, the two groups of participants with promotion- and prevention-motivated behaviour were compared in terms of the frequency of the thematic content of their ideal and ought-to L2 selves. Promotion and prevention focus were supposed to be associated with the ideal and ought-to L2 selves respectively, based on the theoretical assumption that they are the distinct motivational predilections of the L2 selves³. Therefore, the construct validity of promotion- and prevention-motivated behaviour could be supported if the two groups of learners with the promotion-motivated behaviour and prevention-motivated behaviour showed different patterns of the thematic prevalence of the L2 selves. Therefore, the group differences were tested through chi-square analysis with the thematic domains of intrapersonal, career, attainment of material goods and language, which were commonly frequent in both ideal and ought-to L2 selves.

The results of the chi-square analysis showed that there was a significant difference between the groups of promotion- and prevention-motivated behaviour on the attainment of material goods theme of the ideal and ought-to L2 selves. More people in the promotion-motivated behaviour group mentioned the monetary theme in their ideal L2 self than those who were in the prevention-motivated behaviour group [$\chi^2 (1, N = 453) = 4.30, p < .05, \phi = -.10$]. In the case of the ought-to L2 self, more people in the prevention-motivated behaviour group

mentioned the theme than people in the promotion-motivated behaviour group [$X^2(1, N = 454) = 7.79, p < .01, \phi = -.13$]. The results of the chi-square analyses supported the construct validity of promotion- and prevention-motivated behaviour. Learners' ideal and ought orientations towards attainment of material goods were found to be related to promotion- and prevention-motivated behaviour. In other words, learners who perceive being wealthy or financially independent as a personal dream are prone to show promotion-motivated behaviour to achieve that goal, such as by actively participating in class activities and looking for extra learning opportunities. On the other hand, if attainment of material goods is perceived as responsibilities and others' expectation, learners are prone to adopt prevention-motivated behaviour, for example, staying focused on lectures and trying not to miss classes. The effect sizes of the group differences were small, and the other thematic categories of the L2 selves did not find the significant group differences between the promotion- and prevention-motivated behaviour groups. Thus, the chi-square analyses partially supported the construct validity of promotion- and prevention-motivated behaviour.

In terms of the correlation analysis, promotion-motivated behaviour was correlated with promotion-instrumentality ($r = .29, p < .001$) and prevention-instrumentality ($r = .08, p < .05$); prevention-motivated behaviour was correlated with promotion-instrumentality ($r = .26, p < .001$) and prevention-instrumentality ($r = .26, p < .001$).

Discussion and Concluding Remarks

In order to examine thematic content of the ideal and ought-to L2 selves, this study adopted an exploratory approach, and the findings showed the prevalence of non-language-specific content such as intrapersonal and career themes. It has been assumed that being a proficient L2 speaker is the main source of motivation; the previous measure of the ideal L2 self emphasized the language proficiency aspect (e.g., "I often imagine myself as someone who is able to speak English"; Ryan, 2009). However, L2 learners in this study were concerned with career or high income more than L2 proficiency itself. The findings are in accordance with the previous study with language learners in Taiwan (Huang et al., 2015). They found that perceived career/money opportunities predicted learning efforts in Japanese and Korean language groups, while no such association was found among English, French, and German language groups. The language domain of the ideal L2 self was only marginal, while the language domain of the

ought-to L2 self was the second most frequent theme after the career domain. In other words, in the learning context, having high L2 proficiency may be perceived as “requirement” imposed by others and social contexts rather than what they “dream” of having. The results were unexpected, considering the intensive Korean programs that require considerable time and efforts. The broad spectrum of the ideal L2 self calls attention to non-language aspects in the measure of the ideal L2 self.

With respect to the applicability of promotion- and prevention-instrumentality in the L2 Korean contexts in Vietnam, the results from the PCA supported the applicability of the concept and measures of promotion- and prevention-instrumentality. An interesting finding found in the context is the strong emphasis on prevention-instrumentality. In previous L2 motivation studies in Asian countries, learners have reported strong concerns for the ought-to L2 self and external factors such as exams or parents’ expectations (Apple et al., 2016). Aligned with this, the emphasis given to the prevention dimension of instrumentality may have been attributed to the Korean learning context in Vietnam. Most of students enter the Korean programs with little or no prior knowledge, but they are required to reach the advanced proficiency level by passing the standardized Korean language test (i.e., TOPIK). In addition to the test burdens, undergraduates in Vietnam do not choose courses or instructors; instead, all students should take courses following a curriculum set by their departments. As a consequence, courses may be seen as demanding requirements, rather than learning opportunities for improving L2 Korean. The high pressure and little autonomy in the learning environment may have influenced the prevention tendency as shown in the PCA. The strong concern for course works, exams and graduation could be the reason for the prevalence of the education and language themes in the ought-to L2 selves. The education and language themes were more frequent in the ought-to L2 self than the ideal L2 self, implying that the learners in the context tend to perceive curricular activities and language proficiency as responsibilities and duties.

The promotion and prevention dimensions were also found in L2 motivated behaviour. In accordance with the results of the PCA on promotion- and prevention-instrumentality, the prevention-motivated behaviour component was shown to have double exploratory power than promotion-motivated behaviour, suggesting the prevalence of prevention-motivated behaviour adopted by L2 Korean learners in Vietnam. As explained above, the L2 learning contexts may

have caused to adopt prevention-motivated behaviour. The items for prevention-motivated behaviour included learning activities that require vigilant local attention such as trying not to miss important points in class and reviewing lectures carefully. Therefore, it can be speculated that demanding course works and high exam pressure might be the reason for the strong prevention-motivated behaviour. The extracted prevention-motivated behaviour component reiterated the need for including the prevention dimension in motivated behaviour, supporting the claim for the potential bias of including only promotion-oriented items for motivated behaviour (e.g., Chen, 2012; Papi & Teimouri, 2014; Teimouri, 2016).

The promotion- and prevention-motivated behaviour constructs were further validated through the group-based analysis with the frequent thematic domains of the ideal and ought-to L2 selves. The findings suggested that the ideal and ought orientations for attainment of material goods are associated with promotion- and prevention-motivated behaviour. Learners with promotion-motivated behaviour tended to perceive attainment of material goods as a personal goal related to L2 Korean, while those who adopt prevention-motivated behaviour was more prone to perceive material values as responsibilities. Therefore, the findings suggest that the ideal and ought-to L2 selves orientations towards monetary value can yield distinct promotion- and prevention-motivated behaviour.

Promotion- and prevention-motivated behaviour showed meaningful correlations with promotion- and prevention-instrumentality, respectively; therefore, they fell under the umbrella terms, promotion and prevention. However, an unexpected correlation was also found between prevention-motivated behaviour and promotion-instrumentality, which tapped into perceived career and education opportunities as results of desired L2 proficiency. The finding can be elucidated from a cultural perspective. In Vietnam the aspirations for good career and education are often attributed to family influence; this claim can be supported by the open-coded L2 selves in this study. Career was found to be the most frequent theme in the ought-to L2 self, and education was frequently mentioned in the ought-to L2 self while only marginal in the ideal L2 self. In other words, instrumental values related to career and education may be more closely related to others' expectations than one's hopes. In English learning contexts in China, Iran and Japan, Taguchi et al. (2009) also found significant correlations between promotion-instrumentality and the ought-to L2 self. The authors speculated that in China and Iran,

children's success is strongly tied to parents' success, and the career and educational dimensions of promotion-instrumentality are related to obligation of financially supporting parents. Parental influence on L2 motivation has been often reported in L2 contexts in Asia (for a review, Apple et al., 2016), and this study showed the same pattern in the previous studies conducted in Asian contexts.

Despite the important findings, this study is not without limitations. First, this study attempted to localize motivational constructs in the L2 Korean learning context in Vietnam; therefore, the generalizability cannot be assumed when applied to other learner populations. Another limitation lies in potential intra-cultural contextual variance. In this study, the questionnaire responses from the learner population were treated as the sum of independent data points. However, the learners were from different universities, classes or years; therefore, the different local contexts may have had varying influences on shaping their L2 selves and motivational tendencies.

In the future studies, it would be important to further clarify the interrelationships among the L2 selves, promotion- and prevention-motivated behaviour, and other motivational variables. In this study, chi-square analyses were conducted to investigate the relationships between the L2 selves and promotion- and prevention-motivated behaviour, but the directional relationships remained unanswered. Also, the scales may be further developed and validated through statistic associations with the standard measures of the ideal and ought-to L2 selves. In addition to the chi-square analyses on the open-ended L2 selves, correlational analyses with the previous scale-based L2 selves (e.g., Dörnyei & Chan, 2013; Ryan, 2009; Taguchi et al., 2009; You et al., 2016) would be supplementary validation of the promotion- and prevention-motivated behaviour scales.

An interesting area of research would be the promotion and prevention aspects of L2 learning process. Since regulatory focus accounts for different types of motivational tendencies, learners with the promotion and prevention orientations may show different learning paths, for example, patterns of peer interaction or task engagement in classroom, and such differences may lead to different learning outcomes. For future research, it would also be informative to further investigate the ideal and ought-to L2 selves from a qualitative perspective. The open-answers were coded as presence or absence of the predetermined themes from Yang and Noels (2012); thus context-specific L2 selves among Vietnamese learners of L2 Korean might have been

missed. An exploratory approach to the L2 selves with open-coding and semi-structured interview may show interesting contextual factors of the research population in depth.

More studies with underrepresented learner population would help better understand the influence of cultural and social contexts as shown in this study. Further studies with learners from diverse backgrounds would not only broaden the geological scope of research, but also deepen the understanding of the L2 selves and motivation and social influence on shaping them.

Connecting Study 1 and Study 2 to Study 3

The focus of Study 1 was the trait-based and task-based main and interaction effects on L2 monologic oral performance. With the measures of L2 regulatory focus developed from Study 2, Study 3 investigates the main and interaction effects of L2 regulatory focus; however, Study 3 is not a simple replication of Study 1. While Study 1 excluded communicative interaction, Study 3 includes two-way dyadic collaborative interaction. The interaction component enables to explore other important aspects of SLA such as feedback, attentional allocation to linguistic features and task performance. Aligned with Study 1, Study 3 investigates observable and quantifiable linguistic behaviour influenced by regulatory focus, namely the number of words produced, accuracy and lexical dysfluency of speech performance. Since Study 1 explored monologue speech, speed of speech delivery was taken as a fluency measure. However, when it comes to interactive speech, speed rate cannot be measured in a straightforward way, and may be conceptually flawed due to the presence of an interlocutor. Therefore, Study 3 adopts lexical dysfluency markers as a speech measure, which signal interruptions of the flow of speech. Additionally, attentional focus during L2 task performance is qualitatively explored.

The Effects of L2 Regulatory Focus as Motivational Tendencies and Task Conditions on L2 Speech Performance

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By Yeji Han

Abstract

Past studies on L2 motivation have shown that motivation has been generally positively related to L2 task performance, but the precise role of motivation remains ambiguous due to the lack of theoretical connection between motivation and task-based learning. This study explores trait-based and task-induced motivational influence on interactive task performance within the theoretical framework of regulatory focus. Promotion and prevention focus represent approach/avoidance and eager/vigilant motivational strategies, which may be related to prioritizing attention on sub-dimensions of task performance (e.g., language, content, task procedure). A total of 48 Vietnamese learners of L2 Korean were randomly assigned into either promotion or prevention task condition and conducted interactive tasks with the researcher. Immediately after the task performance, the participants had a stimulated recall interview on their video-recorded task performance and completed the pen-and-pencil L2 regulatory focus questionnaire. While no significant effect from task-induced regulatory focus was found, trait-based regulatory focus was related to accuracy and lexical dysfluency of speech. Stimulated recall episodes revealed that learners with different motivational profiles paid different amount of attention to language form and content during L2 task performance, which may have resulted in the different quality of accuracy and lexical dysfluency of L2 speech.

Introduction

Along with task characteristics and procedure, the need for investigating the role of individual differences in task performance is widely acknowledged (e.g., Robinson, 2001, 2002; Skehan, 1991). Tasks manipulated by a teacher or a researcher may not have same effects on individual learners due to cognitive and affective differences that learners bring to the learning context. A substantial amount of research has found the influence of affective and cognitive individual differences on task performance, for example, creativity (Albert & Kormos, 2011; McDonough, Crawford, & Mackey, 2015), language analytic ability (e.g., Yilmaz, 2013), motivation and willingness to communicate (Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004), and working memory capacity (e.g., Mackey et al., 2010; Révész, 2012; Yilmaz, 2013).

Among the set of individual differences that influence task performance, motivation has been discussed as malleable learner characteristics influenced by learning environment, thus potentially enhanced by a teacher or teaching materials (Dörnyei, 2009). The interrelationship between L2 motivation and language environment is aligned with the pedagogical interest in applied linguistics about how to best intervene L2 learning. Up until recently, considerable L2 motivation research has strived to provide a number of conceptual explanations of L2 motivation, resulting in rich theoretical discussion on diverse aspects of L2 motivation. However, only a few studies have investigated the role of motivation in the learning process (e.g., Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004).

Despite the paucity of empirical investigation, the theoretical underpinning of task-based performance involves the motivational component. It can be speculated that L2 task performance is mere reflection of a learner's interlanguage system or general L2 proficiency. However, theoretical models of task-based performance acknowledged the potential effects of affective learner factors on task performance (e.g., Robinson, 2001) and framed the accuracy, complexity and fluency dimensions of speech as separate goals that learners strive to achieve during task performance (Skehan, 1996). Based on the conceptual connections between task performance and motivation, this study aims to find empirical evidence for the motivational influence on task performance targeting Vietnamese learners of L2 Korean.

Why Motivation in L2 Task Performance?

While the definitions of a task vary in terms of learners' attention to form (e.g., corrective feedback vs. pre- and post-task), the degree of learner-centeredness, or kind of tasks (Ellis, 2003; Long, 1985; Skehan, 1998), there is consensus that a task includes a clearly defined outcome (Ellis, 2009). The outcome is not the correct use of L2; rather it is the end-state of a task that needs to be reached through a specified working procedure. In this process, language is used as a means of achieving the outcome. Considerable task-based research to date has identified task characteristics that yield the use of a particular target language structure such as question formation (e.g., Mackey, 1999) or more general dimensions of language performance such as accuracy, complexity and fluency of the target language (e.g., Foster & Skehan, 1996; Skehan, 2001; Robinson, 2007). While the past research has convincingly shown that task characteristics can be planned to influence L2 performance in predictable ways, learners' individual motivational tendencies of working towards the task outcome have received little attention. Considering that task-based performance is a process towards a clearly stated end-point, an individual learner's orientations or task characteristics that evoke particular types of motivational orientations towards an outcome may influence task performance.

Past influential task-based models have acknowledged the potential influence of motivation on task performance. For example, Robinson (2011) noted that individual differences of cognitive resources such as attentional, memory and reasoning capacity lead to different quality of task performance and perceived task difficulty. However, he also noted that the fixed cognitive capacity could be influenced by motivation on a temporal basis. For example, highly motivated learners can compensate or expand their cognitive resources by directing maximized attention on task completion and minimizing attention on elsewhere irrelevant to the task. On the other hand, unmotivated learners may show the patterns of scattered attention during task performance, resulting in temporarily limiting their attentional resources.

Past research has supported such connections through correlations between situation-specific motivation (e.g., attitudes towards a task or a course) and the quantity of speech (Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2000), and the general quality of speech among L2 English learners in Hungary (Kormos & Dörnyei, 2004) and Korea (Ma, 2009). Another study with L2 Arabic learners showed that general positive attitudes towards the L2 community influenced the noticing of corrective feedback given by an interlocutor (Al Khalil, 2011). The

findings of these studies support Robinson's claim for the role of affective individual differences on temporary L2 task performance, operationalized as the quantity and quality of speech and noticing of feedback. Learners with positive attitudes towards the L2 community and immediate learning environment such as a task and a course are likely to do better on L2 task performance. However, beyond the positive relationships between motivation and task performance, it remains unclear how the interactive unfolding processes of motivational and cognitive resources lead to better task performance.

Traditionally L2 task performance has been measured by accuracy, complexity, and fluency of speech, as a function of interlanguage system (for a review, see Housen, Kuiken, & Vedder, 2012). The linguistic triadic configuration of L2 task performance can also be influenced by learners' motivational orientations. Skehan (1996) framed that the accuracy, complexity and fluency dimensions of speech as separate goals that a learner strives to achieve. Based on his cognitive hypothesis (Skehan, 1998), learners face trade-off decisions with limited cognitive resources as to which dimensions of speech deserve attention. The prioritizing process has been shown to be affected by task characteristics (e.g., for a review, see Plonsky & Kim, 2016). The motivational influence on prioritizing linguistic dimensions has not been extensively studied thus far; however, if accuracy, complexity and fluency of speech function as three separate goals to achieve, an individual's goal-pursuit strategies might affect the prioritizing decision on task performance. For example, Skehan (1996) speculated that the risk-avoiding tendency may prevent inaccurate use of L2, as learners try to avoid using language forms they are unsure.

Although the motivational processes of task performance have not been widely studied, there have been a few empirical studies that explored the interrelationships between various aspects of motivation and task performance. Motivation in those studies has been situated as an individual learner's chronic tendencies, attitudes towards a task or course, or task conditions purposely designed to elicit particular types of motivation. The review of the findings will be discussed in the next section.

The Effects of Motivation on L2 Task Performance

The initial attempt to find empirical connections between motivation and L2 task performance was made by Dörnyei and Kormos (2000). They analyzed the quantity of oral

argumentative task performance in L2 English context in Hungary and correlated the number of words and turns produced by individual learners with a list of general and situation-specific motivation variables. It turned out that situation-specific motivation such as attitudes towards the course and the task was more strongly related to the quantity of speech than general motivation. As a follow-up study, Kormos and Dörnyei (2004) reanalyzed the data with more detailed linguistic measures: accuracy, complexity, lexical richness, the amount of speech (i.e., number of words and turns), the number of arguments and counter-arguments. The results showed that general trait-based motivation, framed as integrativeness and incentive values, was associated with the quantity of speech. As for the quality of speech, accuracy was moderately positively correlated with the attitude towards the course, and lexical richness was negatively correlated with L2 use anxiety and the attitude towards the task. Complexity was highly correlated with the attitude towards the task and willingness to communicate in the median-split group of the positive task attitude. Additionally the interlocutor's perception of incentive values from L2 learning were negatively correlated with one's lexical richness. This unexpected finding implied that instrumental purpose of L2 learning might dampen activating the scope of vocabulary resources, and eventually limit the partner's lexical diversity during peer interaction.

The stronger effects of situation-specific motivation than general motivation were also found in Ma (2009), who explored the effects of motivation on L2 English oral interaction from a self-determination theoretical perspective. She created different task conditions with the choice of task, encouraging and discouraging strategies and cooperative and competitive strategies. The findings showed that intrinsic and extrinsic trait-based motivation are interrelated with task engagement and the quality of task performance. However, the overall degree of the association between the general motivation and task performance was weaker than those between task-related motivation, which is consistent with Kormos and Dörnyei (2004). In addition to the influence on linguistic performance, it was also found that task conditions affected task-related motivation: the participants in the autonomous, competent and cooperative conditions reported higher motivation and task engagement as well as showing better quality of linguistic performance. The overall findings implied the importance of task conditions as well as chronic intrinsic and extrinsic motivational tendencies because task conditions could interact with learners' motivation and linguistic performance.

In terms of the effects of different motivational constructs on task performance, Al Khalil (2011) compared Gardner's socio-educational model (Gardner, 1985, 2001, 2010), situated state motivation (Gardner & Tremblay, 1998; Julkunen, 1989, 2001; Tennant & Gardner, 2004; Tremblay, Goldberg, & Gardner, 1995) and Dörnyei's L2 motivational self system (Dörnyei, 2005, 2009) in terms of their influence on noticing of recasts and the quality of L2 Arabic oral production. The positive attitudes towards the Arabic L2 community were significantly correlated with noticing of recasts, measured by stimulated recall episodes, while the components of Dörnyei's model (i.e., ideal, ought-to L2 selves and promotion- and prevention-instrumentality) did not show significant associations with noticing of recasts. As for the quality of oral production, two most and two least motivated learners from the sample of the 44 participants were selected for correlation analysis on their motivational tendencies and accuracy, complexity and fluency of L2 oral performance. The aggregate construct of the socio-educational model was significantly correlated with accuracy, complexity and fluency of speech. Due to the small number of the selected participants, generalizable findings cannot be induced, but the results are encouraging in favour of Skehan (1996)'s approach to accuracy, complexity and fluency as goals or Robinson (2001)'s task difficulty, which is an umbrella term for learners' individual differences.

When interpreting the results from Al Khalil (2011), the local context of learning L2 Arabic should be taken into account. The participants had notably high integrative motivation and low prevention-instrumentality and ought-to L2 self scores, implying that the L2 Arabic learners chose to study the L2 because of their cultural interests and positive attitudes towards the Arabic community. The results implied the contextual influence on motivation, and calls further attention on local contexts when studying motivation targeting under-researched learner populations and learning contexts.

To summarize the findings of the previous studies, it is difficult to draw a solid conclusion about the effects of motivation on task performance because the previous studies adopted different motivational constructs targeting different L2 learner populations. General trait-motivation was found to influence the quality of L2 Arabic oral performance among the four chosen participants (Al Khalil, 2011), and other aspects of task performance such as noticing of feedback (Al Khalil, 2011), a conversation partner's lexical richness (Kormos &

Dörnyei, 2004) and the amount of speech produced during task performance (Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004). More importantly, situation-specific motivation such as attitudes towards a course or task had the stronger effects on task performance than general trait-based motivation. Therefore, creating favourable learning conditions is tremendously important in L2 teaching contexts. Traditionally L2 motivation was understood as fixed individual differences, but the findings of the previous studies provided supportive evidence that a learner's general dispositional motivation is influenced by environmental and temporal conditions, such as task conditions manipulated by autonomy, competence and relatedness (Ma, 2009) or an interlocutor's motivation (Kormos & Dörnyei, 2004).

The findings are encouraging further studies on motivational dimensions of L2 task performance. However, in order to identify the precise role of L2 motivation in task performance, future research needs to be reframed by a process-oriented theory that can explicate the interplay between chronic motivational orientations and task conditions. From the past studies, it was evident that task conditions affect motivation, and short-term task-related motivation plays a more decisive role in the quality of task performance than chronic motivation (Kormos & Dörnyei, 2004; Ma, 2009). To fill the gaps, this study will adopt L2 regulatory focus as a theoretical framework, situated as chronic motivational tendencies and task conditions to explore the interaction between trait-based and task-induced motivation. The concept of promotion and prevention focus explains motivational processes towards a future goal, therefore conceptually matched with task performance, which involves a set of procedure working towards task outcomes.

L2 Regulatory Focus as a Theoretical Framework

Regulatory focus proposed distinct motivational regulations towards a goal, that is, promotion and prevention focus. The original regulatory focus theory was grounded in ideal and ought selves (Higgins, 1987, 1998), as promotion and prevention focus explain motivational dispositions towards ideal and ought selves. In learning contexts, an important aspect of the L2 selves and regulatory focus may lie in the perceived-future and -present standpoints. While the L2 selves represent learners' perceptions of their future, promotion and prevention focus illustrate the current motivational actions or orientations towards the future L2 selves. The promotion and prevention orientations were initially applied to L2 instrumentality (Taguchi et al.,

2009). Promotion-instrumentality accounts for positive values expected to gain from desired L2 proficiency such as career and education opportunities, and prevention-instrumentality represents feared concerns for course grades and tests. With respect to the behavioural tendencies of promotion and prevention focus, promotion-motivated behaviour represented eagerness towards a goal, while prevention-motivated behaviour represented vigilance against possible miss and negative outcomes (Han, 2017).

The promotion and prevention constructs under instrumentality and motivated behaviour were shown to be associated with the ideal and ought-to L2 selves, supporting the construct validity (Han, 2017; Papi & Teimouri, 2014; Taguchi et al., 2009). A potential contribution of regulatory focus to L2 research is to explain motivational processes towards future-oriented goals, in particular, the ideal and ought-to L2 selves. The L2 motivational self system involves the chronic L2 selves and momentary L2 learning experience, but the interplay between the L2 selves and L2 learning experience remains to be explored. Regulatory focus can clarify the potential interplay because of its conceptual basis on the future selves and process-oriented approach to motivation. Since regulatory focus represents motivational processes, promotion and prevention focus can be situated as temporary task conditions as well as chronic traits, which can purposely elicit a particular type of motivational orientation on a temporary basis.

The effects of L2 regulatory focus were tested on L2 vocabulary learning and oral task performance. Papi (2016) conducted an experiment using the promotion- and prevention-focused reward systems that reflected gain and loss frames of incentives. The participants in the promotion condition were informed that they would enter a drawing to win \$100 if they earn more than 70 points out of 100. In the prevention condition, on the other hand, the participants were instructed to try not to lose more than 30 points out of 100 in order to enter the drawing. The interesting finding from the study was the interaction effect between the task conditions and chronic tendencies. The prevention-oriented learners performed better in the prevention condition than in the promotion condition, suggesting that learners may benefit from congruent task conditions matched with their motivational tendencies. The prevention-oriented learners may be more sensitive to the loss frame, i.e., losing points; therefore, the emphasis on negative possible outcomes might be more effective to motivate them to achieve goals or promote cognitive engagement in learning context.

In order to contextualize task-induced promotion and prevention focus, Papi (2016) manipulated the rewarding system, while the learning task content was identical in the two conditions (i.e., task-independent approach). However, it is also possible to manipulate task content to reflect promotion or prevention focus (i.e., task-integral approach), in which case task characteristics should be structured around either approach or avoidance. For example, Han and McDonough (in press) applied promotion and prevention constructs to an L2 oral monologic speech task, targeting Vietnamese learners of L2 Korean. The promotion task was to give reasons why certain places are good for a field trip, while the prevention task was to give reasons why certain places should be avoided for a field trip. The results showed that the prevention-focused task was associated with accuracy (i.e., lower error rate) and fluency (i.e., faster speech rate). The main effects of trait-based regulatory focus and the interaction effects with the task conditions were not found, but the low reliability of promotion- and prevention-instrumentality scales might have led to the non-significant results. The promotion-instrumentality scale was abandoned for data analysis because of the unacceptable level of internal consistency (Cronbach's $\alpha = .26$), and the prevention-instrumentality scale showed the barely acceptable level of internal consistency (Cronbach's $\alpha = .62$; Dörnyei & Csizér, 2012).

Despite the measurement issue in Han and McDonough (in press), the two studies had important findings as to the potential influence of trait-based and task-induced regulatory focus on L2 learning. It has been rare in contemporary L2 motivation research to investigate trait- and task-based motivation from a single framework, but the two studies situated the promotion and prevention constructs at multiple levels: chronic dispositions, task-independent and task-integral levels. The trait- and task-based regulatory focus had important pedagogical implications as regards matching task conditions to learners' motivational dispositions.

Inspired by the previous findings of L2 regulatory focus and other motivational effects on L2 learning, this study aims to explore the influence of trait-based and task-induced regulatory focus on interactive oral L2 task performance. With respect to linguistic performance, accuracy and lexical dysfluency were adopted because those linguistic measures have been used to L2s other than English (e.g., Han & McDonough, in press; Ortega, 1995). In this study, the target language is L2 Korean; therefore, linguistic measures specific to a particular language were purposely avoided.

The research questions are:

- 1) Are L2 promotion and prevention focus as trait-based motivational tendencies or task content related to L2 task performance in terms of accuracy and lexical dysfluency?
- 2) How do people with high and low promotion and prevention traits differ in terms of attentional focus during L2 task performance?

Method

Participants

The participants were 48 undergraduate students from the departments of Korean studies at three universities in Hanoi, Vietnam. They were young adults with a mean age of 20.13 ($SD = .89$) and the gender distribution was highly skewed towards women (2 men, 46 women) because the target population who were majoring in Korean studies were highly unbalanced in terms of gender. All of the participants spoke L1 Vietnamese.

Materials

The materials for this study included a L2 regulatory focus questionnaire adopted from Han (2017) and three interactive tasks oriented towards either promotion or prevention focus. The L2 regulatory focus scale consisted of questionnaire items with five-point Likert scales (1 = *strongly agree*, 5 = *strongly disagree*) on promotion-instrumentality, prevention-instrumentality, promotion-motivated behaviour and prevention-motivated behaviour (Cronbach's alpha for promotion-instrumentality = .70; prevention-instrumentality = .89; promotion-motivated behaviour = .75; prevention-motivated behaviour = .70). The written consent form and questionnaire were provided in Vietnamese.

As for the task materials, three collaborative reasoning tasks were developed; for each task, the task instruction was manipulated to trigger either promotion or prevention focus. The first task was adapted from Han and McDonough (in press), designed as a role-play activity between two persons playing a class president role or a class secretary role to make a decision on good or bad places for a departmental field trip. Six pictures of famous attractions in Hanoi were provided (Appendix D). The conversational role of the class president was to make the decision; the secretary's role was to support the conversation and fill in the report form during the conversation (for the report forms, see Appendix E). For the promotion condition, the task was to

select three good places for a field trip and send a proposal to the university. For the prevention condition, the task was to select three destinations to avoid as a departmental field trip because students do not like the places on which the university had decided, and send a proposal to the university in order to avoid going the destinations. In both conditions, the same proposal form was provided; four bullets were given under each place to write down the reasons for chosen attractions.

The other two collaborative reasoning tasks were role-play between two close friends to talk about how to persuade a third party friend either to accept (promotion) or reject (prevention) a job offer she got. Two lists of job descriptions of a tour guide and a bank teller were provided, consisting of the location, kind of work, salary, working hours, prospects, holidays and benefits, culture and colleagues, level of stress, facility, security and lifestyle that the jobs can offer (Appendix F). In the promotion condition, the task was to persuade the third party friend to take the offer because she is in financial need to support her family. In the prevention condition, the task was to persuade the third party friend to reject the offer because as a student, she has not enough time for a full-time job. The written task materials and the oral task instructions were given in Korean. In both promotion- and prevention-focused conditions, the same job lists were provided, which include both unsatisfactory and good conditions of the jobs. The written task materials and the oral task instructions were given in Korean.

Procedure

The data collection was carried out in a research lab. After getting permission from the departments of Korean studies at three universities in Hanoi, Vietnam, the research was advertised by university emails and word of mouth, and the participants were invited on a voluntary basis through Google poll. When the participants arrived in the research lab, the researcher explained the purpose and procedure of this study on the consent form. After getting the consent to participate in this study, the participants conducted the three oral tasks with the researcher, and their interaction was audio- and video-recorded for data transcription and a post stimulated recall interview. For the decision-making task on a field trip, all the participants played the class president role by selecting pictures and giving opinions while the researcher played the class secretary role by participating in the conversation in a supportive manner and taking notes from the conversation to fill out the report forms. For the collaborative tasks, both

participant and researcher role-played as friends. Feedback was given by the researcher if an error impeded the communication.

Immediately after the oral tasks, a stimulated recall interview followed. The participants were allowed to speak Korean or Vietnamese depending on their preference. The recorded video on their oral performance was played for five minutes of each task. The participant was instructed to stop the video at any moment if s/he remembers what s/he was thinking at the moment of speaking. If noticeable pauses or hesitation was found, the researcher stopped the video and asked them “Do you remember what you were thinking at the moment?” After the simulated recall interview, the participants completed the L2 regulatory focus questionnaire. The entire session for each participant took approximately 1.5 hours. All the participants received a five-dollar gift card as appreciation.

Data Analysis

The audio-recordings were transcribed and analyzed in terms of accuracy (i.e., the number of error-free c-units divided by the total number of c-units) and lexical dysfluency (i.e., the number of self-correction, partial words, repetition divided by the total number of words). For coding reliability, 10% of the speech data was coded by an independent coder, and interrater reliability was assessed using a two-way mixed average-measures intraclass correlation. The intraclass correlation was .95 for accuracy and .96 for lexical dysfluency. In terms of the trait-based regulatory focus orientation, the numeric values of the questionnaire items for promotion-instrumentality, prevention-instrumentality, promotion-motivated behaviour and prevention-motivated behaviour were summed separately. The promotion and prevention task conditions were dummy coded as 0 for the promotion and 1 for the prevention condition for regression analyses.

In order to address the research question as to the relationship between trait-based and task-induced regulatory focus and speech performance, two separate regression analyses were conducted for accuracy and lexical dysfluency as the dependent variables. As a preliminary analysis to reduce the number of motivation variables for the regression models, Pearson correlation analysis was conducted with the speech measures (i.e., accuracy and lexical dysfluency) and the trait-based regulatory focus measures (i.e., the sum of the promotion-motivated behaviour scale, prevention-motivated behaviour scale, promotion-instrumentality

scale and prevention-instrumentality scale). As for the promotion and prevention task conditions, a biserial correlation was conducted with accuracy, lexical dysfluency and the dummy-coded task conditions. Following the benchmark for a weak association in applied linguistics (Plonsky & Oswald, 2014), the motivation variables that showed close to .25 correlation coefficient with the speech measures were included in the regression analyses as predictive variables.

The stimulated recall interviews were transcribed and open-coded by the researcher. An independent coder coded 10% of the episodes, and the independent's coding was compared to the researcher's coding on the same data. Simple agreement rate was 93.0%. In order to qualitatively explore the interrelationships between the motivational variables and speech performance, the motivation variables shown to be the significant predictors of accuracy and lexical dysfluency were chosen for descriptive analysis of stimulated recall episodes. The participants were median-split based on the significant motivation predictors from regression analyses, and the frequency of thematic episodes was compared between the two groups. Out of a total 48 participants, eight participants hardly produced any utterances during the stimulated recall interview, thus were excluded from the analysis on stimulated recall episodes. The number of episodes was not balanced across the participants.

Results

Prior to answering the research question as to the relationship between motivation and speech performance through regression analyses, a correlation analysis was conducted to select predictive variables of the regression models for accuracy and lexical dysfluency.

Table 2

Correlations of Trait-Based Regulatory Focus and Linguistic Measures

	Accuracy	Lexical Dysfluency
Promotion-Motivated Behaviour	.24	-.14
Prevention-Motivated Behaviour	.32*	.05
Promotion-Instrumentality	-.08	-.30*
Prevention-Instrumentality	-.25*	-.04
Task Conditions	.07	-.01

Note. * $p < .05$

As shown in the Table 2, accuracy showed significant correlation with prevention-motivated behaviour ($r = .32, p = .02$), and non-significant correlation with promotion-motivated behaviour ($r = .24, p = .06$) and negative correlation with prevention-instrumentality ($r = -.25, p = .05$).⁴

Based on the correlation coefficients, promotion-motivated behaviour, prevention-motivated behaviour and prevention-instrumentality were selected as predictive variables for a regression analysis for accuracy as a dependent variable. The regression model predicting accuracy with the motivational variables was significant ($r = .48, F = 4.01, p = .01$). Prevention-motivated behaviour and prevention-instrumentality were the significant contributors in predicting accuracy (prevention-motivated behaviour, $\beta = .41, t = 2.57, p = .01$; prevention-instrumentality, $\beta = -.36, t = -2.37, p = .02$). However, it should be noted that prevention-motivated behaviour and prevention-instrumentality predicted accuracy in the opposite direction. In other words, high level of prevention-motivated behaviour and low level of prevention-instrumentality contributed to predicting L2 speech accuracy.

Lexical dysfluency was negatively correlated with promotion-instrumentality ($r = -.30, p = .02$). High level of promotion-instrumentality was related to low level of lexical dysfluency markers in L2 speech. The correlation coefficients of other motivation variables were non-significant and below the small correlation threshold .25 (Plonsky & Oswald, 2014); therefore, regression analysis on lexical dysfluency was abandoned because only one independent variable was found to be significant.

In summary, accuracy was shown to be predicted by prevention-motivated behaviour and prevention-instrumentality, and lexical dysfluency was shown to be related to promotion-instrumentality. The associations between the trait-based regulatory focus and the speech measures were further explored with stimulated recall episodes.

Stimulated Recall Episodes

The stimulated recall episodes were descriptively analyzed in order to provide supplementary interpretation of the results from the quantitative analyses and further elucidate the participants' cognitive processes during the task performance. The stimulated recall episodes were open-coded, and most frequent themes were: 1) language (i.e., vocabulary, grammar, pronunciation, errors), 2) content (i.e., ideas), 3) formulation (i.e., transforming ideas to language;

translation process from Vietnamese content to Korean language) and 4) task procedure (i.e., task materials, procedure). The mean frequency of stimulated recall episodes in each thematic category was compared between the two median-split groups of high and low prevention-instrumentality, prevention-motivated behaviour and promotion-instrumentality, which were shown to be significantly related to accuracy and lexical dysfluency.

Overall, language episodes were most common ($M = 8.20$, $SD = 4.78$) followed by content ($M = 5.30$, $SD = 4.26$), formulation ($M = 1.78$; $SD = 1.78$) and task episodes ($M = 1.48$; $SD = 2.14$). From the results of the regression analysis, prevention-instrumentality was shown to have negative influence on accuracy, while prevention-motivated behaviour had positive affect on accuracy. As shown in Table 3, the participants in the high prevention-instrumentality group produced more language related episodes and fewer content and task episodes than the low prevention-instrumentality group.

Table 3

Comparison of Learners with High and Low Motivation on the Frequency of Stimulated Recall Episodes

	Language	Content	Formulation	Task
	<i>M (SD) of raw number of episodes</i>			
Prevention Instrumentality-High ($n = 20$)	9.35 (5.76)	4.70 (3.83)	1.80 (1.85)	1.05 (1.36)
Prevention Instrumentality-Low ($n = 20$)	7.05 (3.30)	5.90 (4.68)	1.75 (1.74)	1.90 (2.67)
Prevention Motivated Behaviour-High ($n = 20$)	7.55 (4.83)	5.30 (4.32)	1.90 (1.74)	1.60 (1.93)
Prevention Motivated Behaviour-Low ($n = 20$)	8.85 (4.76)	5.30 (4.32)	1.65 (1.84)	1.35 (2.37)
Promotion Instrumentality-High ($n = 20$)	9.80 (5.63)	4.10 (3.52)	1.95 (1.82)	1.15 (1.31)
Promotion Instrumentality-Low ($n = 20$)	6.60 (3.12)	6.50 (4.67)	1.60 (1.76)	1.80 (2.73)

On the other hand, the participants who had high scores on the prevention-motivated behaviour scale mentioned language episodes less frequently and formulation and task episodes more frequently than the low prevention-motivated behaviour group. The frequency of content episodes was not different between the high and low prevention-motivated behaviour groups.

With regard to lexical dysfluency, the correlation analysis showed that promotion-instrumentality was negatively related to the rate of lexical dysfluency markers, thereby positively related to better speech performance. The descriptive analysis of stimulated recall episodes showed the participants in the high promotion-instrumentality group produced more language and formulation episodes, and less content and task episodes than the low promotion-instrumentality group.

Discussion

The first research question asked about the effects of trait-based and task-induced regulatory focus on accuracy and lexical dysfluency during L2 interactive task performance. Overall the trait-based effects were significant, but the task-induced effects and the interaction effects between the trait-based and task-based regulatory focus were not significant. The findings were different from the previous studies showing that the positive effects of task-induced prevention focus on oral accuracy and fluency (Han & McDonough, in press) and the interaction effects on vocabulary learning (Papi, 2016). In this study, accuracy was significantly predicted by trait-based prevention-instrumentality and prevention-motivated learning behaviour in the opposite direction: Prevention-instrumentality was detrimental to accuracy, while prevention-motivated behaviour was positively associated with accuracy. However, it should be noted that more accurate speech does not necessarily mean better learning outcomes. From the stimulated recall interview, learners with high prevention-instrumentality concerned more about language-related issues (e.g., vocabulary, grammar, pronunciation, errors and feedback) than content, and the reverse pattern was found from learners with low prevention-instrumentality.

The opposite direction of focus on language-related issues and accuracy was unexpected because attentional allocation to language form is likely to lead to accurate speech production. One of the possible explanations of the negative association between attentional focus on language and speech accuracy is anxiety. A large number of studies have reported the negative effects of anxiety on diverse aspects of L2 learning (e.g., Aida, 1994; Sheen, 2008), although

some level of anxiety has been found to play a facilitative role (e.g., Spielmann & Radnofsky, 2001). In this study, anxiety may have been an untested moderating variable of the negative association between prevention-instrumentality and accuracy based on the previous empirical finding showing the interrelationship between prevention-instrumentality and anxiety (Papi, 2010). If learners with the high prevention-instrumentality tendency were more prone to be anxious, the attentional focus on language might have led to more errors when the fear of making errors are combined with anxiety. This claim can be supported by stimulated recall episodes in the groups of high and low prevention-motivation behaviour. The group of high prevention-motivated behaviour produced more accurate speech and showed less concerns for language. While prevention-instrumentality plays a detrimental role in accuracy potentially due to its association with anxiety, prevention-motivated behaviour plays a facilitative role in accuracy. Prevention focus in this context of L2 oral performance may represent the avoidance of making errors, thus potentially leading to accuracy. This pattern could be further explained by Skehan (1996)'s view on accuracy, "Learners who dislike risk-taking will, presumably, be drawn to accuracy because of a reluctance to use language they are not sure of" (p. 47). If learners with the prevention-motivated behavioural tendency were less willing to use language form they do not know well, they were probably concerned less about language because they made most of linguistic resources within their comfort zone.

Although prevention-instrumentality and prevention-motivated learning behaviour were two sub-dimensions of prevention focus, they contributed to L2 speech accuracy differently. Excerpt 3 is a part of post interview data from a student who showed a high score on prevention-instrumentality and a low score on prevention-motivated behaviour. She was concerned about using proper grammar and was anxious as a result of failing in recalling the proper grammatical item.

Excerpt 3

A Student with High Prevention-Instrumentality and Low Prevention-Motivated Behaviour

[Student: I couldn't recall the grammatical (particle). I repeated the phrase several times because I couldn't continue the sentence with a proper grammar item. That made me nervous.]

Throughout the interview, she mentioned language issues most of time, showing her focus on

language during task performance. On the other hand, Excerpt 4 is from a student who had the notably high score on prevention-motivated behaviour and low score on prevention-instrumentality.

Excerpt 4

A Student with High Prevention-Motivated Behaviour and Low Prevention-Instrumentality

[Student: I was searching for a proper vocabulary item. I was laughing because I couldn't recall the word I was looking for.]

Unlike the student in Excerpt 3, the student in Excerpt 4 showed a different emotional reaction to the failure of recalling the vocabulary item. During the interview, the student in Excerpt 4 mostly talked about content of the tasks rather than language. The two exemplar excerpts cannot be generalized to the entire sample, but can support the possible association between prevention-instrumentality and anxiety.

During the stimulated recall interview, some students showed face-saving acts on their non-target-like speech. Face-saving behaviour was more obvious and common in stimulated recall episodes related to corrective feedback. Although corrective feedback was not a focus of this study, the researcher gave occasional feedback on noticeable errors. Excerpt 5 shows the example of face-saving behaviour while being aware of corrective feedback given by the interlocutor.

Excerpt 5

Face-Saving Behaviour During Stimulated Recall Interview

[Researcher: Do you remember what you were thinking when I repeated the word *drink*?

Student: I don't really think about errors that much. I appreciate you corrected me.

(after several turns)

Researcher: Do you remember what you were thinking at the moment when you heard me saying *complicated*?

Student: Like I said, I don't really pay attention to errors. Even when I am engaged in real Korean conversation, I just explain the word which I can't recall. I just keep talking.

I am not interested in that word.]

When talking about language issues during stimulated recall interviews, face-saving behaviour on speech errors was not uncommon. Some students were reluctant to admit their

acknowledgement of errors. The motivational dimension of face-saving behaviour is prevention focus, i.e., trying to avoid losing face. It is possible that the face-saving tendency shown by the participants might have affected their responses to inaccuracy or dysfluency of their L2 speech. Therefore, it needs to be taken into account when interpreting stimulated recall episodes.

In terms of lexical dysfluency, promotion-instrumentality led to less frequent lexical dysfluency markers in speech, hence, the better speech performance. The learners with high promotion-instrumentality concentrated more on language than content compared to those who were with low promotion-instrumentality. The results can be better explained by the findings of Kormos and Dörnyei (2004), which showed negative correlations between a conversation partner's perceived incentive values of L2 learning and lexical richness. It should be noted that in Kormos and Dörnyei (2004), the measure of incentive values of L2 learning is very close to promotion-instrumentality, highlighting positive instrumental values of L2 learning such as education and career. Lexical diversity of L2 speech, in turn, may result in lexical dysfluency because learners who tried a wide range of vocabulary out of their comfort zone were more likely to stumble, producing partial words, self-correction and repetition, which were coded as lexical dysfluency markers in this study.

One of the limitations of this study was that promotion and prevention focus may have not been successfully induced by the task conditions. The task instructions were framed as imposing certain opinions upon the participants. For example, the participants were instructed to persuade their third party friend to take or reject the job offer regardless of what they think of the job. It is possible that promotion or prevention focus was not successfully activated by the task instructions, because the instruction might have been different from their genuine opinions. Excerpt 6 shows the disagreement of the promotion-focused task and the student's genuine opinion.

Excerpt 6

Student in Promotion Task Condition

[Student: I don't like this job because the salary is low.

Researcher: But this job included positive aspects, too. Did you think of the positive aspects as well?

Student: I thought negative aspects only.]

This conversation clearly shows that the student thought that the job is not recommendable, even though the task instruction was to persuade the friend to take the job offer. As a consequence, the conversation on the task started with the reason why the student did not like the job, even though the promotion task instruction was given to persuade the third party friend to take the job offer.

Another potential issue of the task instructions was the lack of genuine communicative strategies for persuasion. In Excerpt 7, the student expressed the need to address both positive and negative aspects of the job in order to persuade the third party friend.

Excerpt 7

Student in Promotion Task Condition

[Researcher: You talked about the negative aspects of the job, but we were supposed to persuade her with positive aspects of the job. Do you remember what you were thinking?

Student: I was thinking that we should talk about negative aspects too, in order to have her see the positive points.]

Although the student thought that the job is recommendable, she felt that she needed to address the negative points as well as positive aspects. The dichotomous views such as the positive/negative aspects of the job and accept/reject a job offer might not work in real-life communication. The task used in this study was supposed to reflect authentic real-life situation, but the task might not have been authentic because giving one-way opinions to a third party friend to accept or reject a job offer can rarely occur in real life. Therefore, it remains questionable whether the task instructions successfully triggered promotion or prevention focus, possibly resulting in the non-significant task effects on linguistic task performance.

Conclusion and Future Direction

Despite the limitations of the task instructions, the findings of this study showed the trait-based motivational effects on L2 interactive task performance. In particular, accuracy and lexical dysfluency of speech were shown to be influenced by prevention and promotion focus, respectively. The task effects of regulatory focus on linguistic performance were not found; thereby the null hypothesis was not rejected. However, as shown in the interview, the potential issues of not successfully eliciting promotion or prevention focus need to be corrected in future studies. The motivational dimension of task-based learning deserves more attention, because the current and past studies in exploring the influence of motivation on task-based learning have

consistently shown significant effects.

In this study, the participants were median-split into the promotion or prevention groups according to their scores on the sub-dimensions of promotion and prevention focus. Since regulatory focus is relatively a new theory in L2 motivation, linear statistic analyses were adopted to explore the interrelationships between regulatory focus and speech behaviour. For future studies, it would be informative to take an exploratory approach with cluster analysis to create statistically independent learner groups based on their motivational profiles. Cluster analysis would provide information as to whether the orthogonal concepts of promotion and prevention can still be applied to students.

Another interesting area to investigate is an emotional aspect of task performance and learning. The defensive mechanism shown in the qualitative data implies that face-saving acts might be a type of prevention-oriented behaviour. It would be informative to explore the interrelationships between face-saving behaviour, meta-cognitive self-monitoring one's own speech and oral task performance. In terms of linguistic measures, this study adopted the measures of accuracy and lexical dysfluency for L2 Korean speech. Since L2 Korean is an under-researched language, more rigorous measures will need to be developed and validated for future studies.

Chapter 5: Conclusion

Introduction

In contemporary L2 motivation research, there has been resistance against the concept of motivational effects on L2 learning achievement. Many scholars have claimed that the directional relationship between motivation and learning outcomes is conceptually flawed because motivation can be the cause and effect of learning outcomes. The traditional view that motivation leads to efforts and learning achievement has been challenged by the acknowledgement of the bidirectional interaction between motivation and learning outcomes (e.g., Csizér & Dörnyei, 2005; Dörnyei & Ushioda, 2011; Moskovsky, Assulaimani, Racheva, & Harkins, 2016). Aligned with the reaction against the unidirectional relationship, contemporary L2 motivation theories have incorporated the dynamic interconnections between motivation and learning. For instance, the L2 motivational self system proposed the chronic ideal and ought-to L2 selves and temporary L2 learning experience as triadic components of motivation. However, there has been the lack of theoretical construct and research method regarding investigating the dynamic interaction among the chronic and temporary motivation. Accordingly, only a few L2 motivation studies have investigated what aspects of chronic motivation interact with L2 learning process and how to best intervene (e.g., Chan, 2014; Mackay, 2014; Magid, 2014; Magid & Chan, 2012; Papi, 2016).

To fill this gap, this dissertation attempted to tease apart the multi-faceted interplay between motivation and L2 oral task performance from a particular theoretical framework, regulatory focus. The regulatory focus theory was chosen for two main reasons. First it explains the process-oriented motivational predilections towards the ideal and ought-to L2 selves. Although the interaction is not specified in the original model, the promotion and prevention focus are theoretically grounded on the L2 selves as distinct motivational processes, therefore potentially accounting for the interplay between the L2 selves and L2 learning experience. Second, regulatory focus can be situated as chronic traits and temporarily states triggered by task conditions. The dual level of regulatory focus has considerable potential for understanding the interaction between chronic and temporarily experienced motivation and providing pedagogical implications. In accordance with past L2 research on regulatory focus (Papi, 2016), this dissertation devised task conditions that elicit promotion and prevention focus with the aim to

explore the interaction effects with learners' promotion and prevention motivational traits as well as the main effects of task-induced regulatory focus.

The three studies in this dissertation targeted Vietnamese learners of L2 Korean. This dissertation was designed to find generalizable results of motivational effects on L2 task performance; however, it also aimed to localize the L2 selves and motivation to promote the understanding of L2 motivation among the underrepresented learner population. Study 2 in particular addressed the specificity of the local contexts.

Overview of Key Findings

Within the framework of regulatory focus, the overarching purpose of this dissertation was to investigate the chronic trait-based and temporary task-induced motivational effects on L2 oral task performance. As an initial exploratory study, Study 1 adapted the previous scales for promotion- and prevention-instrumentality (Taguchi et al., 2009) and developed task content with promotion and prevention focus in order to investigate the trait-based and task-induced regulatory focus effects on the quality of L2 monologic speech. The results showed that the prevention task condition led to more accurate and fluent speech. It was speculated that the better quality of speech found from the prevention-focused task might have been attributed to the attentional focus on language form. Prevention focus is associated with vigilant attention to details (Förster & Dannenberg, 2010; Förster & Higgins, 2005), therefore the motivational aspect of focus on form in L2 learning might be mapped onto prevention focus, supported by the positive association found between the prevention task condition and accuracy and fluency of L2 speech performance. The attentional focus during L2 oral performance was not tested in Study 1, but the potential role of prevention in attentional allocation led to the further investigation in Study 3 adopting a stimulated recall interview. In Study 1, the effects of trait-based regulatory focus on the quality of L2 speech was not significant, likely due to the low reliability of the promotion- and prevention-instrumentality scales.

Therefore, Study 2 aimed to develop and validate the L2 regulatory focus measure targeting Vietnamese learners of L2 Korean. In particular, more extensive items from Taguchi et al. (2009) were used to test the applicability of the scales through PCA and select reliable items of promotion- and prevention-instrumentality for the target population. Additionally, the promotion- and prevention-motivated behaviour scales were developed based on the ideas of

approaching/avoiding and eager/vigilant behaviour, and tested against the thematically coded L2 selves distributions, following Yang and Noels (2012). The results showed that learners with the strong promotion-motivated behaviour tend to perceive attainment of material goods as the ideal L2 self, whereas learners with strong prevention-motivated behaviour showed the tendency of viewing material value as their ought-to L2 self, implying the relationship between promotion focus and the ideal L2 self and between prevention focus and the ought-to L2 self. Besides its original purpose of developing and validating measures of L2 regulatory focus for the subsequent study, the results from Study 2 suggest cultural and contextual influence on the L2 selves and motivation. The strong prevention focus found from PCA is in accordance with the strong ought-to L2 self found in past L2 motivation research conducted in Asian contexts (Apple et al., 2016). From the PCAs of both instrumentality and motivated behaviour scales, prevention-instrumentality and -motivated behaviour were found to be the priority over promotion-instrumentality and -motivated behaviour. With respect to the thematic domains of the L2 selves, the language proficiency domain was marginal, compared to the intrapersonal, career and attainment of material goods domains.

With the regulatory focus scales developed and validated from Study 2, Study 3 investigated the effects of trait-based and task-induced regulatory focus on L2 interactive task performance. In Study 3, the quality of speech was measured by accuracy and lexical dysfluency, and a stimulated recall interview was conducted to explore learners' attentional focus during the interactive task performance. Study 3 was the conceptual extension of Study 1 with the more reliable trait-based measures and extensive interactive tasks to induce richer L2 speech data for analysis. While Study 1 found the positive influence of task-induced prevention focus on accuracy and fluency of L2 monologic speech performance, Study 3 found no task effects on L2 interactive speech performance. Instead, trait-based regulatory focus was found to have impact on accuracy and lexical dysfluency of L2 speech: Accuracy was predicted by high level of prevention-motivated behaviour and low level of prevention-instrumentality, and lexical dysfluency was negatively correlated with promotion instrumentality. The stimulated recall episodes revealed that prevention-instrumentality is associated with less concern for language and more concern for content, and the reverse pattern was found for promotion-motivated behaviour. The findings suggested that the attentional focus on language positively contributed

to lexical fluency (i.e., opposite concept to lexical dysfluency), but was negatively related to accuracy.

Conclusions from the Three Studies

Trait-Based Motivation and L2 Performance

Overall, this dissertation aimed to find the connection between trait-based and task-induced motivation and observed linguistic behaviour during L2 oral task performance. The influence of trait-based regulatory focus on L2 task performance has been mixed throughout this dissertation. In Study 1, trait-based regulatory focus did not yield significant differences on monologic oral performance. On the contrary, Study 3 found the main effects of trait-based regulatory focus on accuracy and lexical dysfluency of interactive task performance. The different findings were mainly due to the fact that the trait-based regulatory focus measures used in the two studies had different levels of reliability. In Study 1, the internal consistency of trait-based regulatory focus scales was notably low. With the more reliable measures developed from Study 2, Study 3 showed the effects of trait-based regulatory focus on L2 task performance, in accordance with the previous studies that found the role of motivational traits in L2 task performance (Al Khalil, 2011; Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004; Ma, 2009). Trait-based motivational role in task performance has been widely acknowledged (e.g., Robinson, 2001, 2002; Skehan, 1991), however, only a few empirical studies have been conducted thus far possibly due to the lack of theoretical explanation of the relationship between motivation and L2 task performance. Past research investigating trait-based motivational influence on L2 task performance took an exploratory approach with multiple motivational variables (e.g., Al Khalil, 2011; Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004). Aligned with the past studies, Study 3 found the distinct roles of trait-based regulatory focus on L2 task performance. The promotion and prevention roles in task performance will be discussed in a subsequent section in this chapter.

Task-Induced Motivation and L2 Performance

The findings of Study 1 highlight the importance of task-induced motivation on L2 performance. The prevention task condition led to more accurate and fluent speech. However, the effects of task-induced motivation were not found in Study 3. The different findings may have been due to the monologic and interactive modes of speech or different speech measures.

While Study 1 adopted the measures of error rate and speech rate of monologic speech, which continued only one or two minutes, Study 3 selected the measures of error-free c-unit and lexical dysfluency markers (i.e., self-correction, repetition, partial words, false start) of interactive speech lasting twenty minutes or more. The promotion and prevention task conditions were supposed to temporarily trigger a promotion or prevention focus; however, task-induced promotion and prevention focus may not have had the lasting effects during the lengthy interaction.

In addition, the interactive nature of the tasks might have masked the effects of temporarily triggered regulatory focus because attentional resources were spread and divided into interaction with the interlocutor. The lack of task-based effects on L2 interaction is different from past studies showing the influence of short-term task-related motivation on L2 task performance (e.g., Dörnyei & Kormos, 2000; Kormos & Dörnyei, 2004). The previous studies have consistently shown that task-related motivation is more strongly associated with task performance than chronic motivation. The difference between the previous studies and Study 3 may be accounted by the different characteristics of task motivation. In the previous studies, task motivation was defined as learners' perceived preference towards tasks, whereas Study 1 and Study 3 aimed to trigger particular types of motivation through task instructions. Since L2 motivation fluctuates both in long-term and short-term (e.g., Hiromori, 2009; Pawlak, 2012; Shoaib & Dörnyei, 2005; Waninge, Dörnyei, & de Bot, 2014), it is questionable whether promotion and prevention focus triggered by the task instructions successfully lasted during the L2 interactive task performance. The monologic task in Study 1 was considerably shorter than the interactive task in Study 3. Thus, it is more likely that task-induced regulatory focus remained throughout the monologic task performance, which conceivably led to make differences on task performance.

Study 1 and Study 3 found no interaction effects between trait-based and task-induced regulatory focus, different from a previous study showing the interaction effects of regulatory focus on vocabulary learning (Papi, 2016). The lack of interaction in the two studies may have been affected by the trait-based measures with low reliability in Study 1 and unsatisfactory task design for triggering regulatory focus in Study 3. The small sample size in the two studies may also have contributed to the lack of interaction effects.

The Influence of Promotion and Prevention on Task Performance

Based on the results of this dissertation, it is hard to draw a solid conclusion on how promotion and prevention focus influence specific aspects of L2 oral task performance. The initial study of this dissertation (Study 1) took an exploratory approach without predetermined hypotheses, and found the task-induced preventional effects on accuracy and fluency, operationalized as error rate and speech rate. A conceptual extension of the study (Study 3) showed different findings. While no effects of task-induced regulatory focus were found, trait-based prevention focus was associated with accuracy (i.e., the rate of error-free c-unit) and trait-based promotion focus was associated with lexical dysfluency (i.e., the rate of self-correction, partial words, repetition, false start). While prevention-motivated behaviour was found to contribute to accuracy, prevention-instrumentality had negative effects on accuracy possibly due to its association with anxiety (Papi, 2010). The findings imply that sub-dimensions of promotion and prevention focus have different impact on speech performance. In the case of accuracy, it appears that prevention focus plays a main role: Task-induced and trait-based prevention focus were associated with accuracy either in positive or negative way. The conceptual basis of L2 prevention focus is to avoid negative outcomes adopting a vigilant manner of pursuing a goal. In Study 1, I speculated that attention to language form might be the reason for more accurate speech performance in the prevention task condition, but stimulated recall episodes in Study 3 did not support the claim. Prevention-motivated behaviour was associated with accurate speech, but the group with high prevention-motivated behaviour showed more concerns on content rather than language.

In terms of fluency, task-induced prevention focus led to faster speech rate (Study 1), and trait-based promotion-instrumentality had positive influence on lexical dysfluency, measured by self-correction, repetition, partial words and false start (Study 3). The mixed findings of trait-based and task-induced promotion and prevention focus on fluency are hard to interpret. In psychology, promotion and prevention focus have been shown to lead to different cognitive processes. For example, Förster et al. (2003) found the trade-off effects of promotion and prevention focus in a proofreading task: Promotion focus was associated with faster performance and less accuracy in finding errors in L1 English text, and prevention focus was associated with slower speed and better accuracy. Although the cognitive processes of L1 proofreading may not

be directly comparable to L2 task performance, the trade-off effects of promotion and prevention focus might be relevant to Skenhan's cognitive model (1998), which posits the trade-off effect decision of attentional allocation on sub-dimensions of L2 performance. This dissertation attempted to find the evidence that promotion and prevention focus could distinctively influence different sub-dimensions of L2 oral task performance. The different fluency measures in the two studies might have led to the different results, while accuracy consistently showed its association with prevention focus. Two experimental studies may not be sufficient to elicit conclusive findings on the regulatory focus effects on L2 fluency. In the future studies, more convincing results might be induced with consistent linguistic measures of L2 fluency.

Another possibility of the divergent findings lies in the different modes of speaking in Study 1 and Study 3. Task effects were found in the monologue speech in Study 1, but not in the interactive speech in Study 3. The monologue task settings, such as the speaking-alone condition and planning time, resemble a speaking test rather than real-life speech behaviour; thus, the monologue task could have triggered intense concentration on the task itself. On the other hand, the interactive tasks in Study 3 may not have been successful in eliciting sufficient attention to the tasks because the participants' attentional allocation was directed to interaction with the interlocutor, possibly resulted in scattered attention to the promotion or prevention dimensions of the tasks. It is not surprising that the trait-based regulatory focus was found to play a role in the interactive task performance. Considering that L2 interaction is goal-directed behaviour between two persons working towards a communicative goal, their chronic motivational tendencies may play a role in purposeful communication. The interpretation should be taken with caution due to the low reliability of the promotion- and prevention-instrumentality scales in Study 1, which makes it difficult to directly compare the monologue and interactive speech modes on the effects of trait-based regulatory focus on speech behaviour.

Pedagogical Implications

Although the three studies in this dissertation do not directly address pedagogical questions, the findings can provide some useful pedagogical implications. First, the regulatory focus framework would help teachers to be aware of different types of motivated behaviour and learners' motivational tendencies. In teaching contexts, learners are often encouraged to display promotion-oriented motivated behaviour. Although prevention-motivated behaviour may be less

visible, the findings of Study 3 have shown that prevention-motivated behaviour positively influenced L2 task performance. Based on the findings, different types of motivation need to be equally encouraged to promote L2 learning. One way to encourage promotion and prevention types of motivation is to manipulate task design according to gain/loss or approach/avoidance as shown in this dissertation. Promotional rewards are common in learning contexts, but it might also worth adopting preventional rewards such as deducting points from the initial given score (Papi, 2016). This dissertation took a task-integral approach, situating promotion and prevention focus as task content. Either triggered by a reward system or task content, task-induced regulatory focus can be used in L2 teaching context as a way of prompting a particular type of motivation. Manipulating task conditions according to promotion or prevention focus can satisfy the needs to motivate learners to enhance learning.

As for the trait-based regulatory focus, a teacher may consider giving a written questionnaire at the needs analysis stage in class. Knowing individual learners' motivational tendencies may help create learning environment that fits learners' trait-based regulatory focus. According to the regulatory fit theory (Higgins, 2000, 2005), a match between a person's motivational orientation towards a goal (i.e., trait) and the means to achieve the goal (i.e., task condition) improves task engagement. In learning contexts, learners may show increased engagement when working in a group of peers who have the same regulatory focus trait. A quick survey would inform how to arrange learners for group or pair works. Moreover, understanding individual learners' promotion and prevention tendencies would enable to design and implement tasks oriented towards their traits. Teaching L2 with tailored tasks may increase task engagement, which potentially leads to enhance learning outcomes.

Regulatory focus can be a good framework for situating motivation as teaching strategies or material design. However, it should be noted that promotion- and prevention motivated-behaviour can also be potentially improved by strengthening the ideal and ought-to L2 selves. Along with past studies in L2 learning contexts in Asia (Apple et al., 2016), the findings from this dissertation showed the strong emphasis on responsibilities related to L2 learning. Given the diversity of L2 learners' motivational profiles and distinct roles of promotion and prevention focus in L2 learning, a teacher may need to encourage learners to have the balanced ideal and ought-to L2 selves in order to elicit promotion- or prevention-motivated behaviour. From a

teacher's perspective, imposing a sense of responsibilities such as giving exam pressure or homework might be more concrete strategies than promoting individual learners' personal dreams. However, given the distinct roles of promotion and prevention focus in L2 performance, promotion motivation also deserves to be encouraged by the ideal L2 self, a sense of hopes and dreams.

Limitations and Suggestions for Future Research

One of the challenges in this dissertation was to create promotion- and prevention-oriented task conditions in Study 1 and Study 3. In order to create authentic tasks framed by regulatory focus, I needed to take account of contextualizing promotion and prevention focus, reflecting real-life contexts, and provoking sufficient speech for data analysis. However, not every task in the two studies successfully incorporated such characteristics. In Study 1, since the task was monologic speech, it did not reflect authentic interaction features, and the individual speech lasted only for a few minutes. Also, the task used in Study 1 may not have been matched to the learners' L2 proficiency level; talking about a familiar topic for a few minutes might have been too easy for the learners with intermediate level of L2 proficiency. In Study 3, interactive tasks were designed to address the issues of authenticity, the amount of speech data and learners' proficiency level. However, the authenticity issue remained in Study 3. Depending on the task conditions, learners were in a way forced to have positive or negative opinions by the task instruction, which does not reflect authentic communicative goals. It is also rare in real-life communication to impose one's opinions on the third party friend to accept or reject a job offer. The lack of authenticity might have resulted in unsatisfactory effects of the task instructions on promotion or prevention focus as discussed in Study 3.

Another limitation of the task design lies in situating promotion and prevention focus as approach and avoidance conditions. In Study 3, the task instruction was to persuade the third party friend to accept (promotion) or reject (prevention) a job offer. The prevention instruction was close to "approaching" the goal of convincing the friend although the task instruction was supposed to highlight the negative aspects of the task materials. Also, regulatory focus effects from a task-integral approach, which involves promotion and prevention dimensions in tasks themselves, could be more biased than a task-independent approach, which posits promotion and prevention focus as task conditions. Adopting the task-integral approach, any different speech

behavior found between promotion and prevention tasks could be attributed to different task characteristics or task difficulties, rather than regulatory focus effects. On the other hand, the task-independent approach gives control for tasks; therefore any different speech behavior can be attributed to promotion and prevention focus. For the purpose of scientific research, the task-independent approach would enable rigorous research design. However, one of the challenges of adopting the task-independent approach is the limited scope of contextualizing promotion and prevention focus. A rewarding system with a gain and loss frame would be the exclusive way to situate promotion and prevention focus while controlling for task difficulty (e.g., Papi, 2016). On the contrary, the advantage of the task-integral approach is the possibility of a wider range of task design although the flexibility may backfire rigorous research design. For future studies, both task-independent and task-integral approaches should be used in complementary ways.

In addition to the task design, the small sample size in Study 1 and Study 3 might have affected the results. Although the results from the two studies were significant, the sample size might have been insufficient to investigate the interaction effects between trait-based and task-induced regulatory focus. Papi (2016) found the interaction effects on vocabulary learning with a large sample size, and the different sample size might be the reason for the divergent findings. There needs to be more studies with a larger sample to investigate the interaction effects on oral task performance. However, based on the regulatory fit theory, it is a legitimate assumption that matching task conditions to learners' regulatory focus traits would improve task engagement, possibly leading to better learning outcomes.

Throughout the studies in this dissertation, different linguistic measures were adopted for the target language, L2 Korean. The selected linguistic measures were considered less sensitive to the target language, without testing the validity of the measures with L2 Korean speech data. It was beyond the scope of this dissertation to scrutinize L2 linguistic measures available in the field. However, validating speech measures for L2 Korean would be worth investigating in future studies. In Study 3, L2 Korean-specific linguistic features were found from the speech data and post interviews. For example, learners often produced incomplete sentences without a proper ending particle. From the post interviews, they reflected that Korean ending particles are tricky but do not significantly interrupt communication because an interlocutor can guess the meaning of discourse without proper ending particles. They also often mentioned morphemes,

which can be considered as a part of grammatical complexity indices for L2 Korean speech. In order to ensure the regulatory focus effects on L2 performance, more studies should be conducted with other L2s because findings with less-commonly-taught-languages are difficult to generalize. Another linguistic dimension that needs to be taken into account is generic L1 tendencies. In regard to speaking fluency, there has been strong empirical evidence that showed a close connection between L1 and L2 characteristics (e.g., Derwing, Munro, Thomson, & Rossiter, 2009). A person who generally speaks slowly in his or her L1 is likely to speak slowly in L2 regardless of his or her L2 proficiency level. For future studies, it is strongly recommended to take L1 tendencies into account as a base line for L2 speech measures through residualizing statistic techniques.

In applied linguistics, personality has been shown to play a role in speech performance (for a review, see Dewaele, 2012). It should be noted that a few studies in psychology reported that promotion focus is related to extroversion and openness and prevention focus is related to neuroticism (e.g., Cunningham, Raye, & Johnson, 2005). Considering the interrelationships between regulatory focus and personality, trait-based personality might have played a mediating role in the relationships between regulatory focus and speech performance in Study 1 and Study 3. Future research should be directed to tease apart the relationships among personality, speech performance and regulatory focus.

Studies in this dissertation explored the effects of regulatory focus on linguistic performance. Other areas of interests for future research would be interactional patterns and task engagement as the signature of motivated behaviour during L2 task performance. Since regulatory focus represents eager and vigilant manners of motivated behaviour towards a goal, promotion and prevention focus may yield different types of verbal and non-verbal behaviours during interaction, such as back channeling or eye contact. Promotion focus is associated with approaching behaviour including leaning forward positions and opening gesture, indicating excitement. On the other hand, prevention focus corresponds with backward positions and closing gesture, as the signature of precision (Cesario & Higgins, 2008). In L2 contexts, learners with promotion and prevention traits may show different patterns of back channeling, which signals a listener's interests or comprehension or the length of eye contact. Not only L2 speech behaviour, but interactional behaviour can also be the focus of task-based research because L2

tasks aim to promote interactional competence through peer interaction. It can be hypothesized that promotion focus would be connected to frequent back channeling behaviour as a means of showing eager interest and attention.

Adopting from the research design of this dissertation, classroom-based intervention research would be also possible. Peer interaction between learners with similar or different regulatory focus traits may yield different levels of engagement: Learners with similar regulatory focus orientations may show better task engagement than pairs of incongruent regulatory focus profiles. This line of research would inform teachers how to pair up students for task-based interaction to take full advantage of peer interaction. Several versions of questionnaires for trait-based regulatory focus are available and can be easily implemented in class to explore learners' motivational orientations. In this way, trait-based motivational individual differences would be accommodated in L2 teaching, which is likely to lead to satisfying learning process and outcomes. Although no generalizable interaction effects between trait-based and task-induced regulatory focus were found in this dissertation, the promotion- and prevention-oriented task design can provide insights on task design to accommodate learners' individual differences.

Since regulatory focus accounts for motivational strategies towards ideal and ought selves, they have potential implications for task design, for example, a reward system framed as gain (giving extra points from zero base) and loss (deducting points from initial given points). While regulatory focus can have impact on micro-level of motivational processes in L2 learning contexts, the ideal and ought-to L2 selves can also positively influence L2 learning as shown in many studies (for a review, see Dörnyei & Ushioda, 2009). Therefore, both theoretical frameworks are applicable to teaching contexts. Activating the L2 selves may not work effectively among young children, in which case strategic approaches with promotion- and prevention-oriented tasks might work better.

Concluding Remarks

I hope this dissertation provides another angle to understand L2 motivation and extend L2 motivation research to other learning aspects of SLA. As noted above, there are many potential areas that regulatory focus can be applied, and I am excited to expand my research to connect with other topics of SLA.

Endnotes

¹ Multiple regression analysis was conducted by using dummy coding, but the results were not significantly different from the ANOVAs.

² PCA was chosen over confirmatory factor analysis because the latent promotion and prevention dimensions were not identified, and the observed variables (questionnaire items) were only hypothetical. The results of PCAs on the scales of promotion- and prevention-instrumentality and -motivated behaviour were not different from the exploratory factor analysis.

³ For a post-hoc analysis, Pearson correlation analysis was conducted with the promotion- and prevention-motivated behaviour scales and pre-existing measures of the ideal and ought-to L2 selves scales (Ryan, 2009) with a new set of data ($N = 47$) from Vietnamese learners of L2 Korean. The results showed significant correlations for the ideal L2 self and promotion-motivated behaviour ($r = .30, p = .04$), and the ideal L2 self and prevention-motivated behaviour ($r = .36, p = .02$). Non-significant, but a small-to medium correlation was found between the ought-to L2 self and prevention-motivated behaviour ($r = .24, p = .10$).

⁴ For an exploratory purpose, the participants took the ideal and ought-to L2 selves scales (Ryan, 2009), and their scores were tested for correlation with accuracy and lexical dysfluency. No significant correlation was found.

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Appendices

Appendix A: Questionnaire items from Study 1 with Cronbach's alpha (English Version)

Promotion-orientation (Cronbach's alpha = .26, $N = 62$)

Studying Korean is important because I will be able to make a lot of money if I have a high level of Korean proficiency.

Studying Korean is important because I would like to live in Korea for a while.

Studying Korean is important because it will give me more opportunities to get the kind of job I want.

Studying Korean is important to me because it offers a new challenge in my life.

Studying Korean is important for learning more about Korean culture.

Prevention-orientation (Cronbach's alpha = .62, $N = 62$)

Studying Korean is important; otherwise my parents will be disappointed.

Studying Korean is necessary for me because I don't want to get a poor score on a Korean proficiency test.

I have to study Korean because I cannot graduate without passing the Korean test.

Studying Korean is important; otherwise, I will not be able to have a good income.

I have to study Korean; otherwise, I think I will not be successful in my future career.

Appendix B: L2 Promotion- and Prevention-Instrumentality Scales

	Component 1 Prevention	Component 2 Promotion
Components correlation	.31	
Internal consistency	$\alpha = .89$	$\alpha = .80$
I have to study Korean because I don't want to get a poor grade in Korean course.	.89	
I have to study Korean because I don't want people around me (friends, teachers, parents) to think of me as a weak student.	.85	
I have to study Korean because I don't want to get a poor score on a Korean proficiency test.	.85	
I have to study Korean because I would feel ashamed if I got bad grades in Korean tests.	.82	
I have to study Korean because I cannot graduate without passing the Korean test.	.78	
I have to study Korean; otherwise my parents will be disappointed.	.62	
Learning Korean is very important to be successful in my career.		.77
Studying Korean is important because the things I want to do in future require me to use Korean.		.76
Studying Korean is important because with Korean I can work internationally.		.74
Studying Korean is important because I can travel around.		.72
Studying Korean is important because I am planning to study abroad.		.66
Studying Korean is important because I will need it for future career.		.62

Note. (α = Cronbach's alpha for internal consistency; loadings < .30 are not shown.)

Appendix C: L2 Promotion- and Prevention-Motivated Behavior

	Component 1 Prevention	Component 2 Promotion
Components correlation	.49	
Internal consistency	$\alpha = .78$	$\alpha = .77$
I try not to miss important points in Korean class.	.92	
I try to listen very carefully to lectures in Korean class.	.83	
I try not to disappoint my teacher and parents.	.68	
At home I try to review lectures to thoroughly understand it.	.63	
I try to practice Korean outside of school.		.90
I try to participate in group discussions or role plays in Korean class		.75
I try to find extra opportunities to learn Korean.		.69
I try to volunteer in Korean class.		.67

Note. (α = Cronbach's alpha for internal consistency; loadings < .30 are not shown.)

Appendix D: Materials for Travel Task in Study 3



Waterpark Royal city



Hochiminh Museum



Vicom Cinema



Hoan Kiem Lake



Aeon Mall



Halong Bay

Appendix E: Materials for Travel Task in Study 3

[report form for promotion condition]

Places to choose	Reasons
A.	<ul style="list-style-type: none">••••
B.	<ul style="list-style-type: none">••••
C.	<ul style="list-style-type: none">••••

[report form for prevention condition]

Places to avoid	Reasons
A.	<ul style="list-style-type: none">••••
B.	<ul style="list-style-type: none">••••
C.	<ul style="list-style-type: none">••••

Appendix F: Materials for Job Task in Study 3

Mai

Travel agency
Location <ul style="list-style-type: none">• Hanoi (good location)
Kind of work <ul style="list-style-type: none">• Translation• Travelling in Vietnam and Korea (Mai is interested in this work)
Pay <ul style="list-style-type: none">• \$250 + incentives up to \$400• Rumor says the boss doesn't pay the salaries on time
Working hours <ul style="list-style-type: none">• 9 – 8 p.m.• May be required to work on weekends
Prospects <ul style="list-style-type: none">• Can open your own traveling agency later and gain relevant experience• Can build social network
Holiday and benefits <ul style="list-style-type: none">• No insurance• May work on national holidays (Tet)
Culture and colleagues <ul style="list-style-type: none">• Friendly• Lots of autonomy
Stress <ul style="list-style-type: none">• No stress• Fun traveling activities
Facility <ul style="list-style-type: none">• Old desks and dusty office• No air-conditioning cooling system
Security <ul style="list-style-type: none">• May be fired at any time• Temporary contract• The company is new, not very structured
Lifestyle <ul style="list-style-type: none">• Traveling• Meeting many people from other countries

Nguyen

Bank teller
Location <ul style="list-style-type: none"> Bac Ninh (country far from city)
Kind of work <ul style="list-style-type: none"> Accounting (Nguyen is not interested in this work) Financial consulting (Nguyen doesn't have financial background)
Pay <ul style="list-style-type: none"> Minimum of \$3000 per month + incentives
Working hours <ul style="list-style-type: none"> 9-4 p.m. (no overwork)
Prospects <ul style="list-style-type: none"> No special
Holiday and benefits <ul style="list-style-type: none"> Income raise 20% after 3 month, 6 month, and 12 month Health insurance included
Culture and colleagues <ul style="list-style-type: none"> Rigid and structured
Stress <ul style="list-style-type: none"> Stressful with dealing with money Tedious statistics Dealing with customers complaining (they complain a lot)
Facility <ul style="list-style-type: none"> Gym & pool at company Air-conditioning cooling system Day care system
Security <ul style="list-style-type: none"> 5 years contract Can be renewed based on performance Stable and well-established company
Lifestyle <ul style="list-style-type: none"> Office lifestyle (boring) Tedious works